

Essentials of
English Grammar
Condensed

for the
High or Preparatory School

Gemmill



**With Classic Exercises for Analysis
and Latin Appendix**



Class PE 1111

Book G 38

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Essentials of
English Grammar Condensed
for the
High or Preparatory School

A Basis for the Study of Higher English
or Other Languages

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"New Grammar Drill"



"LABOR OMNIA VINCIT"

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Preface

THERE has been a need for a great while in the High and Preparatory School of giving pupils, as they enter, special aid in the *essentials* of English Grammar to strengthen their foundation as they pursue the study of higher English as well as the study of other languages.

This course has been very carefully prepared with the main purpose of surmounting any obstacles which might hamper either teacher or pupil at this particular period by way of presenting, in as concise though complete manner as possible, the parts most necessary to the pursuit of any language. A *Latin Appendix* is added here merely to show how often we meet expressions in the form of quotations, mottoes, derivatives, etc., and how we nearly speak the language most of the time. A great advantage will be found in using this book in conjunction with other texts during *any part* of the school year, and it is hoped that by means of such a guide the old-time difficulties will be overcome and a new psychological role be developed in the form of mental alertness and enlightenment of self.

The terminology will be found to agree largely with the *new Grammatical Nomenclature* which has been universally adopted. It might also be said that this book is a result of teaching for ten years in both public and private schools where golden experience aided in the development of this new idea.

The *exercises for analysis*, taken from *Aesop's Fables* and Charles Dudley Warner's "*In the Wilderness*,"

should be especially helpful and should offer a test of the student's knowledge of rules and forms.

The selections from Charles Dudley Warner are used by permission of and by special arrangement with HOUGHTON MIFFLIN COMPANY, authorized publishers of his work.

The author wishes to thank those who have encouraged her in writing this book and to express her deep appreciation to those who, by advice and suggestion, have assisted in making "Essentials of English Grammar Condensed" a success.

E. G.

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CHAPTER I.

The Sentence.

1. A GROUP OF WORDS expressing a COMPLETE thought is called a SENTENCE. Every sentence to be complete must have a SUBJECT and a PREDICATE. The subject denotes the *Person, Place* or *Thing* spoken of; the predicate expresses the *Action* or *State* of the subject.

A SIMPLE SENTENCE contains *but one* subject and *but one* predicate. A simple sentence may contain *but two* words, i. e., *subject* and *predicate*. EXAMPLES:

Dogs bark.

Soldiers drill.

Alice paints.

(These are the SIMPLEST forms of sentences.)

The subjects in these sentences are *simple subjects* and the predicates are *simple predicates*.

Sometimes, however, the simple subject and the simple predicate have *other words* to *describe* or to *complete* their meaning, as:

The large black *dogs* / *bark* when they see their master.

The new *soldiers* / *drill* a good part of the day.

My little pupil, *Alice*, / *paints* the best of all.

In each of these sentences, the main idea, expressed by the simple subject and the simple predicate, is made more *definite* and *complete* by *supplementing* these words, which, when taken with the simple subject and simple predicate form the COMPLETE SUBJECT and the COMPLETE PREDICATE. The mark (/) shows the division between complete subject and complete predicate.

It may be *noted* that in these last sentences, the meaning is not *destroyed* by the *removal* of these added words.

There are cases, however, where added words are *essential* to *complete* the *main* idea. EXAMPLES: The sudden *outbreak* of the Great War in 1914, / *resulted* in a world-wide conflict.

A *state* of unrest / *has developed* in the city.

Either *side* of the shore-line / *was* a continuous bar of sand. In the *first* sentence, the simple subject, "outbreak," with the simple predicate, "resulted," does *not* make a complete thought; the other words are therefore added to *form* the *complete subject* and *complete predicate*. In the *second* sentence, "state has developed," *conveys* an idea but it is vague *without* the *aid* of the *other words*. In the *last* sentence, "side was," would mean nothing *unless* we formed a *complete subject* and *complete predicate*.

2. EXERCISE.

Write a *complete* thought containing, (1), *two words*, (2), containing *more than* two words. Name the *simple subjects* and *simple predicates*. Now write a sentence containing a *complete subject* and a *complete predicate*. Reduce this to its *simple subject* and *simple predicate* and see if a *complete thought* is expressed. If your sentence thus reduced is *not entirely destroyed*, change the *wording* so that it *will be*; if, on the other hand, your sentence *is destroyed*, *rewrite* it so that it *will not be*, etc.

Write a sentence containing a *simple subject* and a *complete predicate*; write a sentence containing a *complete subject* and a *simple predicate*.

3. KINDS OF SENTENCES.

A SIMPLE DECLARATIVE sentence *states something as a fact.*

EXAMPLES: The clock struck eleven.

We sail for France to-morrow.

The Home Fires are burning.

An IMPERATIVE sentence expresses a *command* or

EXAMPLES: Are the boys coming home soon?

Did you enjoy your trip?

What is the time?

An IMPERATIVE sentence expresses a *command* or *request*.

EXAMPLES: Pronounce the word twice.

Shut the door.

Forward march!

The *subject* of these sentences is "you" understood. The subject is sometimes expressed for the sake of *emphasis*.

You pronounce the word twice; *You* shut the door; *You* forward march, etc.

An EXCLAMATORY sentence expresses *surprise*, *grief* or some other emotion.

EXAMPLES: How foggy it is at sea to-day!

What a magnificent view this is!

Look! the car has jumped the track!

AFFIRMATIVE AND NEGATIVE sentences.

AFFIRMATIVE DECLARATIVE sentence:

I leave for the West to-morrow.

NEGATIVE DECLARATIVE sentence:

I do *not* leave for the West to-morrow.

INTERROGATIVE sentence :

Were you sorry to leave the army?

INTERROGATIVE sentence written *negatively* :

Were you *not* sorry to leave the army?

(A sentence written in this form may have an affirmative meaning, i. e., You were sorry to leave the army, or, it may mean, You were not sorry to leave the army. The *first* interpretation, however, is the more reasonable.)

AFFIRMATIVE IMPERATIVE SENTENCE.

Hurry home.

NEGATIVE IMPERATIVE :

Do *not* hurry home.

NOTE.—Original examples may be given here for the sake of further drill.

4. COMPOUND SUBJECTS and COMPOUND PREDICATES.

A COMPOUND Subject or a COMPOUND Predicate consists of *two* or *more simple* subjects or *simple* predicates joined by means of CONJUNCTIONS.

(*Definition.*) A CONJUNCTION is a simple CONNECTIVE between *words*, *groups* of words or *independent statements*.

EXAMPLES of compound subject and compound predicate :

Harry and Ben / are here for the summer.

The *soldiers* and *sailors* / are being entertained.

Men, *women* and *children* / were rushing from their homes.

She / *plays* tennis and *drives* her car all the time.

The waves / *were dashing* high and *were breaking* against the rocks.

In the FIRST sentence, the simple subjects, "Harry" and "Ben" are joined by the *conjunction*, "and," to form a *compound subject*.

In the SECOND sentence, "soldiers" and "sailors" are joined in the same manner.

In the THIRD sentence, three simple subjects are joined to make a compound subject.

In the FOURTH sentence, "plays" and "drives" form a compound predicate and, in the last, "were dashing" and "were breaking" is the compound predicate.

A sentence may have a compound subject and a compound predicate, as: The *captain* and his *men* / *went* over the top and *drove* the enemy back.

5. EXERCISE: Think a sentence containing a compound subject; state it; write it and tell how it is formed.

Do the same for a sentence containing a compound predicate. Then *repeat* this exercise by giving a sentence containing *both* compound subject and compound predicate.

Give *three* other original examples of each and work them out as before.

6. COMPOUND and COMPLEX SENTENCES.

Sentences are *Simple*, *Compound* or *Complex*.

A SIMPLE sentence contains but *one* subject and but *one* predicate.

The Simple subject is the *one* word in the sentence that denotes the *Person*, *Place* or *Thing* spoken of.

The Simple predicate expresses the *action* or *state* of the subject. It may consist of *one* or *more* than one word.

EXAMPLE: Jack *swims*; Jack *is swimming*; Jack *has been swimming*.

Either the subject or the predicate, or *both*, of a simple sentence may be *complete*.

Either the subject or the predicate, or *both*, of a simple sentence may be *compound*.

7. A COMPOUND SENTENCE consists of *two* or *more independent* (CO-ORDINATE) *clauses*.

Definition: A CLAUSE is a *group* of words in a sentence that contains a *subject* and a *predicate*. A sentence may have *several* clauses. When two or more clauses in a sentence are *grammatically independent*, they are said to be *co-ordinate*, i. e., of the *same order* or *rank*, and the sentence is then *compound*.

EXAMPLE: The shells burst / and / the guns roared. This is a Compound sentence because it contains *two* clauses, each of which expresses a complete thought *independent* in itself, i. e., the *first* statement does not depend upon the *second* for its meaning. The Conjunction, "and," connects the two clauses but is *not* a *part* of either. It is called a *Co-ordinate conjunction* because it connects two *independent* statements which are of the *same rank*. When two or more sentences are joined in this manner, it is for the purpose of *showing some relation* between the *two thoughts*.

EXAMPLES: The band was playing America / and /
the troops were saluting the Flag.

The heat is intense / but / the men are working.

The horses started to gallop / and / we all held our breath.

8. A COMPLEX SENTENCE consists of *two* or *more clauses one* of which is *independent*, the other *dependent*, (SUBORDINATE), i. e., *lower in order or rank*.

EXAMPLE: She is willing to speak / if / you attend the meeting. The *main* clause in this sentence is: *She is willing to speak*, it is *entirely independent*. The other clause: *if you attend the meeting*, *depends* upon the *first* statement for its meaning and could *not stand alone*. It is, therefore, termed *subordinate*, or, *lower in rank* in the sentence.

A sentence of this structure is said to be *Complex*.

The conjunction *if* connects the two clauses and is called a *subordinate* conjunction because it connects a *subordinate* clause with the clause *upon which it depends* for its *meaning*.

OTHER EXAMPLES OF COMPLEX SENTENCES.

The men did not retreat / though / they saw the danger.

I will explain / as / you do not understand.

9. A COMPOUND COMPLEX sentence is one in which *one or more* of the *co-ordinate* clauses is *Complex*.

EXAMPLE: The men did not retreat though they saw the danger / and / the Captain cheered his company because they showed such valor. These complex sentences are joined to form *one compound* sentence. The sentence is compound for *both* of its clauses are *co-*

ordinate: The men did not retreat though they saw the danger; the Captain cheered his company because they showed such valor.

A Complex sentence and a Simple sentence may be joined to form a *compound sentence*, as,—The men did not retreat though they saw the danger / and / the Captain cheered his company. The first sentence is *Complex* and second is *Simple*.

10. EXERCISE:

Write a Simple sentence containing *only* a *simple* subject and a *simple* predicate.

Write a Simple sentence containing a *complete* subject and a *complete* predicate.

Write a Simple sentence containing a *simple* subject and a *complete* predicate.

Write a Simple sentence containing a *complete* subject and a *simple* predicate.

Write an *affirmative declarative* sentence.

Write a *negative declarative* sentence.

Write an *imperative* sentence.

Write the same *negatively*.

Write each of these imperative sentences, first, with *subject understood*, secondly, with *subject expressed*.

Write an *interrogative* sentence.

Write it *negatively* and see if there might be *two* meanings. Write another sentence of this kind and *explain* the *interpretations*.

Write an *exclamatory* sentence.

Write a simple sentence containing a *compound subject*.

Write a simple sentence containing a *compound predicate*.

Write a simple sentence containing *both compound subject and compound predicate*.

11. WRITE A COMPOUND SENTENCE for each of the following co-ordinate conjunctions: But, yet, still, either or; neither nor; therefore, however, nevertheless, moreover.

WRITE A COMPLEX SENTENCE for each of the following subordinate conjunctions: *Although, though, unless, if, since (= because), as (= since), that (in order that, so that, provided that, in case that), whether*.

CHAPTER II.

Definitions of Parts of Speech.

12. PREPOSITIONS.

A PREPOSITION is a CONNECTIVE placed *before* a substantive to *bind its relation to some other word* in the sentence.

The word which follows the preposition is called the OBJECT.

EXAMPLES: There is a tennis court *at* the club.

"At" shows the relation between "court" and "club," i. e., it gives the location of the "court" with respect to the "club".

His office is *on* the fifth floor.

"On" shows the position of "office" with respect to "floor".

We tramped *over* the hill.

"Over" explains the action of "we" in regard to "hill".

The following are the *most common* prepositions; use *each* one in a sentence and *explain* how they are used as *connectives*:

Before, after, in, between, for, of, off, into, to, down, up, by, against, beside, besides, around, about, above, across, along, amid, amidst, among, behind, below, beyond, except, through, throughout, under, until, upon, with, within, without, from.

13. NOUNS.

A NOUN is the name of a *Person, Place* or *Thing*.

EXAMPLES: Man, child, door, station, trench, Boston, France, ease, friendship, etc.

14. A PRONOUN is a word that is used to *refer* to a *Person, Place* or *Thing* WITHOUT GIVING IT A NAME. It *stands* for a noun.

EXAMPLES: she, hers, her, he, his, him, it, its, who, whose, whom, which, what, this, that, they, theirs, them, myself, yourself, himself, herself, themselves, you, yours, etc.

NOUNS AND PRONOUNS ARE CALLED SUBSTANTIVES.

The Simple subject of a sentence is a noun or pronoun.

15. ADJECTIVES.

An ADJECTIVE is a word which *limits* or *describes* a noun or substantive.

Definition: A word or group of words which CHANGES THE MEANING of another word is called a MODIFIER of that word and the word thus changed in meaning is said to be "modified".

Adjectives then are *modifiers*.

EXAMPLES: *Large* transport, *lame* man, *hard* fighting, *square* deal, *dainty* maiden, etc.

16. VERBS.

A VERB is a word which *asserts* an *action*, *state* or *condition* about a person, place or thing.

EXAMPLES: The boy *runs*.

Her eyes *laughed*.

The shells *burst*.

The barn *fell* in the storm.

The verbs thus used express *action*.

The following verbs show *condition* or *state*:

"Under the spreading chestnut tree the village smithy *stands*."

They *feel* the shock very much.

Her voice *rings* true.

A VERB-PHRASE is a *group* of words that is used *as a verb*.

EXAMPLES: He *is talking*.

They *were singing* in church.

She *has done* her share.

The troops *might have perished* had it not been for the Red Cross.

17. AUXILIARY VERBS are verbs which aid other verbs to express action, state or condition.

EXAMPLES: The big Ocean liner *was* slowly nearing the shore.

I *was* born in this house.

We *shall have been* living here two months to-morrow.

The Auxiliary verbs are: *shall, will, should, would, can, may, might, must, have, had, do, did, is, are, was, were.*

The PARTICIPLE is a *form* of the verb *without subject and resembling an adjective*; it expresses *action* or *state* by modifying a substantive.

EXAMPLES: *Firing* his last shot, the soldier cried,
 "We've won."

Having found her lost treasure, the girl
 rejoiced.

The SIMPLE PREDICATE OF A SENTENCE IS A VERB OR VERB-PHRASE.

18. ADVERBS.

An ADVERB is a word which modifies a *verb*, an *adjective* or *other adverb*.

EXAMPLES: He spoke *quickly*. (Modifier of verb.)

 This is a *perfectly* beautiful day. (Modifier of adjective.)

 He spoke *too* quickly. (Modifier of adverb.)

19. INTERJECTIONS.

An INTERJECTION is an *exclamation* that denotes some emotion, such as *surprise, anger, contentment* or *pleasure*.

EXAMPLES: *Oh, halloo, ha ha, alas, ah, pshaw, hurrah, etc.*

CHAPTER III.

Nouns.

20. A NOUN is the name of a *Person, Place* or *Thing*.
Nouns or Substantives have *Gender, Number* and *Case*.
Gender in English is distinguished by *sex*.

A noun or pronoun *denoting a male* is of the *masculine gender*, as,—*John, boy, page, he, chief, Colonel, him, plumber*, etc.

A noun or pronoun *denoting a female* is of the *feminine gender*, as,—*girl, Dorothy, squaw, she, maid, lady, hairdresser, laundress*, etc.

A noun or pronoun *denoting no sex* is of the *neuter gender*, as,—*book, hat, river, camp, it, light, friendship*, etc.

A noun or pronoun which may be of *either sex* is said to be of *common gender*, as,—*dog, cat, horse, soloist, pianist, newcomer, neighbor*, etc.

21. THE MASCULINE AND FEMININE of some nouns are formed in the following manner :

MASCULINE.	FEMININE.	MASCULINE.	FEMININE.
father	mother.	horse	mare.
brother	sister.	cock	hen.
husband	wife.	bull	cow.
uncle	aunt.	buck	doe.
lord	lady.	fox	vixen.
king	queen.	gander	goose.
monk	nun.	ram	ewe.
wizard	witch.	lad	lass.

22. IN THE FOLLOWING CASES, the *ending* is merely added to form the *feminine*.

MASCULINE.	FEMININE.	MASCULINE.	FEMININE.
widow	widower.	waiter	waitress.
man	woman.	lion	lioness.
bride	bridegroom.	enchantor	enchantress.
actor	actress.	hero	heroine.
author	authoress.	sultan	sultana.
emperor	empress.	Edwin	Edwina.
prince	princess.	executor	executrix.

23. THE GENDER OF A NOUN may sometimes be indicated by the accompaniment of a *pronoun*, as,—

The horse has *her* new harness.

The soloist sang all of *his* popular songs.

The stranger told the story of *his* life.

My neighbor sent me *her* card.

24. NUMBER.

The NUMBER of a noun or Substantive indicates whether *one* person, place or thing are spoken of or *more* than one.

Nouns have *two* numbers, *singular* and *plural*.

The singular denotes but one person, place or thing.

The plural denotes more than one person, place or thing.

REGULAR FORMATION OF THE PLURAL: Add *s* or *es* to the singular.

EXAMPLE: king, kings; desk, desks; trench, trenches; bench, benches.

Nouns ending in *s*, *x*, *z*, *ch* or *sh*, form their plural by adding *es*.

EXAMPLE: cross, crosses; tax, taxes; buzz, buzzes; patch, patches; bush, bushes; etc.

25. EXERCISE: Make a list of *other* nouns that come under this head and write their *plurals*.

Nouns ending in *o* preceded by a *consonant* form their plural by adding *es*.

EXAMPLE: *potato, potatoes; cargo, cargoes; motto, mottoes; hero, heroes; buffalo, buffaloes; tomato, tomatoes.*

EXCEPTIONS: *piano, banjo, canto, bravo, solo, casino, contralto, soprano, quarto, octavo, proviso, burro, chromo, stiletto, lasso, torso*; HALO, MEMENTO and ZERO form their plural in *s* or *es*.

Nouns ending in *o* preceded by a *vowel* form their plural by adding *s*.

EXAMPLE: *folio, folios; cameo, cameos; trio, trios*; etc.

Nouns ending in *y* preceded by a *consonant* change *y* to *i* and add *es* to form the plural.

EXAMPLE: *baby, babies; lady, ladies; fly, flies; ferry, ferries; country, countries; pansy, pansies; penny, pennies*; etc.

Nouns ending in *y* preceded by a *vowel* add *s* to form the plural.

EXAMPLE: *day, days; way, ways; valley, valleys; turkey, turkeys; boy, boys; toy, toys*; etc.

Some nouns ending in *f* or *fe* change the *f* to *v* and add *s* or *es*.

EXAMPLE: *knife, knives; life, lives; self, selves; half, halves; loaf, loaves; shelf, shelves; wharf, wharves; wife, wives; thief, thieves; wolf, wolves; leaf, leaves; elf, elves; beef, beeves; sheaf, sheaves.*

26. IRREGULAR FORMATION OF THE PLURAL.

EXAMPLES: *man, men; woman, women; ox, oxen; foot, feet; tooth, teeth; mouse, mice; goose, geese; child, children; brother, brethren (brothers).*

COMPOUNDS of man or woman form their plurals in the same way, as,—*Frenchman, Frenchmen; Englishman, Englishmen; Dutchman, Dutchmen; fireman, firemen; foreman, foremen; saleswoman, saleswomen; washwoman, washwomen; etc.*

When a noun is *not* a compound of man or woman the plural is formed regularly, as,—*German, Germans; Norman, Normans; Ottoman, Ottomans; talisman, talismans; etc.*

The following nouns have the *same* form in the singular and plural: *Japanese, Portuguese, Iroquois, deer, sheep, pair, trout, score, heathen, head, (of cattle), camouflage, Entente, Triple Alliance, etc.*

In *compound* nouns the *last* part usually forms the plural; sometimes the *first*; seldom both parts.

EXAMPLES: *mouthful, mouthfuls; spoonful, spoonfuls; hothouse, hothouses; forget-me-not, forget-me-nots; fortune teller, fortune tellers; maid of honor, maids of honor; editor-in-chief, editors-in-chief; mother-in-law, mothers-in-law; manservant, menservants; man-of-war, men-of-war; gentleman usher, gentlemen ushers; etc.*

27. LETTERS, FIGURES and SYMBOLS form their plurals by the use of the *apostrophe* and *s*.

EXAMPLES: *r's; l's; b's; 9's; 4's; 2's; = 's; \$'s; #'s; and's; if's; not's; etc.*

28. The plural of Mr. is an abbreviation from the French, i. e., Meissieurs, (Messrs.)

EXAMPLE: *Mr. Brown, Messrs. Brown.*

The plural of Miss is the Misses.

EXAMPLE: *Miss Kent, the Misses Kent, or, the Miss Kents.* (The latter is more or less informal.)

The plural of Mrs. is written in the following manner: *Mrs. Clark, the Mrs. Clarks, or, Mesdames Clark.*

The plural of Master is Masters.

EXAMPLE: *Master King, the Masters King.*

29. NOUNS USED IN THE PLURAL ONLY.

Scissors, spectacles, (glasses), trousers, riches, tongs, tweezers, billiards, oats, links, nuptials, etc.

30. NOUNS PLURAL IN FORM BUT SINGULAR IN MEANING.

Mumps, measles, smallpox, mathematics, physics, economics, politics, tactics, news, etc.

31. Nouns are divided into *two* classes: PROPER nouns and COMMON nouns.

A PROPER noun is the name of a particular person, place or thing, as,—*Marcus, Europe, Easter, Chicago, General, Saturday, Latin, English, etc.*

A COMMON noun is the name which is generally applied to any *one* of a class of persons, places or things, as,—*ship, city, tree, manner, position, telepathy, womanhood, etc.*

Proper nouns begin with a *capital* letter.

Common nouns begin with a *small* letter.

A Common noun that expresses a *quality* is termed *Abstract*.

EXAMPLES: *Experience, friendship, beauty, depth, fear, thrift, stability, frankness, etc.*

32. Think of other abstract nouns and write each in a sentence.

- (1) In regard to the Great War.
- (2) In regard to your work at school.
- (3) In regard to your friends.

33. A COLLECTIVE NOUN is the name given to a *group* or *class* of *similar* objects but *not* to any one person, place or thing, as,—*crowd, fleet, the Ladies' Aid, the General Assembly, Freshman Class, etc.*

34. Think of other collective nouns and use each in a sentence.

NOTE.—A collective noun takes a *singular* verb although *more than one* object is indicated.

A collective noun *sometimes*, however, takes a *plural* verb, as,—They *were* a happy pair.

The committee *call* for another session.

All *other common* nouns are known as *Concrete*.

Most proper nouns ending in *y*, form the plural by adding *s*.

EXAMPLE: Henry, Henrys; Berry, Berrys; Cary, Carys; etc.

35. CASE.

THE DIFFERENT FORMS in which nouns may be used in relation to other words in the sentence are called CASES.

The SUMMARY of these forms is called the DECLENSION of the noun.

There are *four* cases in English: NOMINATIVE, POSSESSIVE, (GENITIVE), OBJECTIVE, (ACCUSATIVE), and VOCATIVE.

The *change* in form in any word indicates a *different* meaning. This *change* is called INFLECTION.

36. MODEL DECLENSION OF A NOUN.

	<i>Singular.</i>	<i>Plural.</i>
<i>Nominative.</i>	girl.	girls.
<i>Possessive.</i>	girl's. (<i>Genitive</i>).	girls'.
<i>Objective.</i>	girl. (<i>Accusative</i>).	girls.
<i>Vocative.</i>	girl.	girls.

	<i>Singular.</i>	<i>Plural.</i>
<i>Nominative.</i>	man.	men.
<i>Possessive.</i>	man's. (<i>Genitive</i>).	men's.
<i>Objective.</i>	man. (<i>Accusative</i>).	men.
<i>Vocative.</i>	man.	men.

	<i>Singular.</i>	<i>Plural.</i>
<i>Nominative.</i>	lady.	ladies.
<i>Possessive.</i>	lady's. (<i>Genitive</i>).	ladies'.
<i>Objective.</i>	lady. (<i>Accusative</i>).	ladies.
<i>Vocative.</i>	lady.	ladies.

	<i>Singular.</i>	<i>Plural.</i>
<i>Nominative.</i>	valley.	valleys.
<i>Possessive.</i>	valley's. (<i>Genitive</i>).	valleys'.
<i>Objective.</i>	valley. (<i>Accusative</i>).	valleys.
<i>Vocative.</i>	valley.	valleys.

The Nominative, Accusative and Vocative *in English* have the *same* form. What Inflection occurs in the above declensions?

36. EXERCISE: Decline each of the following substantives: *boy, fly, trench, kit, cross, calf, deer, hero, wolf, library, ally, day, company, trolley, lass, goose, life*. Give the *rule* for the formation of *each* plural.

37. THE CASES.

The NOMINATIVE case is the case of the *subject*.

EXAMPLES: *Fire* burns.

Three *men* were gassed.

Peace has come.

The *Nominative* Case is the case of the PREDICATE NOMINATIVE. The *Predicate Nominative* COMPLETES the meaning of the predicate and MEANS THE SAME as the subject.

EXAMPLES: Mrs. Haig is my *aunt*.

Bob is his *cousin*.

George was made *captain*.

We are *Americans*.

A VOCATIVE is in the *Nominative* Case and is often known as the NOMINATIVE of DIRECT ADDRESS.

EXAMPLES: *Jack*, it is five o'clock, we must go.

Come here, *Helen*.

Your car is ready, *sir*.

Definitions: An ADJUNCT is a word or group of words added to *qualify* the force of other words.

A noun is in APPPOSITION with another noun when it is placed beside it in a *parallel* construction WITHOUT A CONNECTIVE and when it is used as a LIMITING ADJUNCT.

The *Nominative* Case is the case of the NOUN APPOSITIVE.

EXAMPLES: My lawyer, *Mr. Knight*, has won the suit. (*App. with Sub.*)

It was *Dick*, the Freshman, who made the hit. (*App. with Pred. Nom.*)

Dick, old pal, I am so glad to see you. (*App. with Vocative.*)

The above nouns are called Appositives, and they take the *same case* as the noun which they limit.

The *Nominative Case* is the case of the NOMINATIVE ABSOLUTE.

EXAMPLE: The ship sinking, the signals were given. (The *noun ship* and the *participle sinking* are used together to denote the *cause* of the action expressed by the *verb*, given. This expression is a *modifier* of the verb, given.)

38. THE POSSESSIVE CASE is used to denote POSSESSION.

EXAMPLE: The boy's club, Henry's hat, the day's work, the dog's tracks, etc.

RULES for the use of the *apostrophe* and *s*. Most nouns in the singular form their possessive by adding 's.

EXAMPLE: Baby's doll, the cat's paw, life's pleasures, the ship's tonnage, etc.

Plural nouns ending in *s* take the *Apostrophe only*.

EXAMPLE: The boys' clubs, the days' work, the dogs' tracks, the ships' tonnage, the babies' dolls, etc.

Plural nouns not ending in s take 's in the possessive.

EXAMPLE: The children's playground, the motormen's league, the fishermen's luck, etc.

39. Nouns of *one* syllable ending in *s* or an *s* sound form their possessive by adding 's.

EXAMPLE: *Jones's farm, Charles's car, Dr. Wells's office, Miss Nix's party, Camp Dix's men, James's company, Burns's poems, etc.*

The following nouns *may be* written with the apostrophe only, although the usage is *not* common: Charles', James', Burns', Wells', etc.

Nouns of *two syllables* ending in *s* or an *s* sound form their possessive by adding 's when they are *not accented* on the *last* syllable. EXAMPLES: *Doris's wedding, Mr. Harris's villa, the princess's gown, the actress's debut, Alice's arrival, Wallace's market, etc.* The (') only may be used but the 's is preferable.

The *last* part of a *compound* noun takes the possessive sign. EXAMPLE: *His brother-in-law's home, the fortune-teller's story, the machine-gun's fire, the editor-in-chief's report, etc.*

40. When an object belongs to *more* than one person, the possessive is added to the *last* only. When, however, each person claims *independent* ownership, the possessive sign is added to *each*.

EXAMPLES: *Allen and Noble's School* (Partnership), *Allen's and Noble's Schools*, (each independent of the other), *The President and the Secretary's opinion*, (undivided), *The President's and the Secretary's opinions*, (each independent), etc.

41. OBJECTIVE CASE. (*Accusative*). The OBJECTIVE CASE is the case of the *Object*.

The OBJECT of a PREPOSITION is in the OBJECTIVE CASE. (*Acc.*).

EXAMPLES: She is sitting in the *swing*.

This is between *you* and *me*. (See Pronouns, Chapter IV.)

We heard from the *front* to-day.

He went to *Boston* this morning.

42. THE OBJECT OF THE VERB is in the OBJECTIVE CASE. (*Accusative*).

Definition: A TRANSITIVE VERB is a verb which is followed by a noun or substantive which RECEIVES the action, or, is PRODUCED by it. All OTHER verbs are called INTRANSITIVE.

A noun or substantive that *completes* the meaning of a *transitive* verb is called the DIRECT OBJECT and is in the OBJECTIVE (*accusative*) case.

Intransitive verbs do *not* take any object.

EXAMPLES of *direct object*:

The *shell* hit the *captain* in the knee.

He *broke* his *leg*.

They *found* the *child* in the garden.

The Smiths *sold* their *house*.

We *raise* *strawberries* in our garden.

They *make* *powder* in that factory.

She *embroiders* *initials* beautifully.

In the *first four* sentences, the nouns which follow the verbs, in each case, denote the receivers of the action.

In the *last three* sentences, the nouns which follow the verbs express that which is *produced* by the action.

In each of the above examples, the direct object *completes the meaning* of the *verb* but it does *not describe* or *define* the *subject*. The direct object indicates *that upon which the subject acts*.

43. EXERCISE: Write two sentences containing (1) direct objects denoting the *receivers of the action*; (2) direct objects denoting that which is *produced* by the action.

Write two sentences containing PREDICATE NOMINATIVES.

Explain how each of these differs from *direct objects*.

44. EXAMPLE of *Intransitive* verbs:

The guns *roared*.

The bell *rang* twice.

The captain *fell* in action.

The transport *arrived* safely.

In each of these sentences the verb does *not* admit of any *object* as the meaning is *complete without another noun* to denote the receiver of the action.

The DIRECT OBJECT and the PREDICATE NOMINATIVE are called COMPLEMENTS because they *complete* the meaning of the predicate.

45. When a transitive verb is NOT complete until a *second* noun or adjective is added to distinguish the object, the noun or adjective thus used is called an ADJUNCT ACCUSATIVE. It is also termed a *Predicate Objective*.

EXAMPLES: They named the boy *Charles*.

We chose Dick our *captain*.

They thought her a *friend*.

We deem him *kind* and *true*.

I made my brother *curious*.

RULE: Verbs of CHOOSING, NAMING, CALLING, MAKING, THINKING and ASKING may take *two objects* referring to the *same* person or thing.

EXERCISE: Write a sentence for *each* kind of verb that takes an Adjunct Accusative.

46. OBJECTIVE CASE (ACCUSATIVE) known as the (DATIVE) of the INDIRECT OBJECT.

The *following verbs* admit of *Indirect Objects*: They may also take *Direct Objects*.

The INDIRECT OBJECT denotes the person or thing *toward* whom or *toward* which the action is *directed*.

Give, tell, let, send, leave, allow, hand, show, teach, sell, lend, write, forgive, throw, sing, bring, owe, forbid, pardon, pass, refuse, deny, assign, remit, restore, refund, lease, guarantee, etc.

EXAMPLES: She gave the *boy* a *book*.

I sold *Mr. Judd* my *car*.

They brought the *children* some *toys*.

I will assign the *class* a new *lesson*.

The officer showed the *surgeon* his *wound*.

The above sentences contain *direct* and *indirect* objects. NAME them and EXPLAIN the *difference*.

EXERCISE: Write *five* sentences containing ONLY *indirect* objects.

47. PRONOUNS AS INDIRECT OBJECTS.

EXAMPLES: She told *me* a story.

You owe *her* an apology.

He refused *them* a pass.

Before each indirect object the preposition *to* is understood; indirect objects are, therefore, objects of a preposition and, consequently, take the *objective* case.

Sometimes, however, the preposition *FOR* is understood, as:

They found *me* a house. (*For me*)

Edward made his *brother* a boat. (*For his brother*)

48. *Like*, *unlike*, *near* and *next* used in the following manner are considered prepositions. In other cases they are adjectives or adverbs.

EXAMPLES: She is like a *doll*. (*Like*=adjective; the preposition *to* is understood before *doll*; *doll*=*objective case*.)

He ran like the *wind*. (*Like*=adverb; same construction as before. (*Like unto*.)

EXERCISE: Write sentences for each of the other words under this head and explain them.

49. THE COGNATE OBJECT of a verb *repeats* the idea of the verb. Such a noun is usually the object of an *intransitive* verb.

EXAMPLES: He fought the good *fight* of the brave.

They dealt a fair *deal*.

She thought a sweet *thought*.

He ran a *race*.

PERSON.

50. PERSON is that property of nouns or substantives which denotes the *speaker*, the *one spoken to*, or, the *one spoken of*.

EXAMPLES of the *three persons*.

The FIRST Person denotes the *speaker*.

The SECOND Person denotes the *one spoken to*.

The THIRD Person denotes the *person or thing spoken of*.

I, the *General*, command my troops. (*First person*.)

I thoroughly agree with you. (First person.)

You, the *policeman*, should enforce the law. (Second person.)

You are very clever. (Second person.)

SHE, the *actress*, is very attractive. (Third person.)

HE is coming home soon. (Third person.)

JACK is studying law. (Third person.)

The *ocean* was fierce in the storm. (Third person.)

The *girls* are sewing. (Third person.)

The *idea* is ridiculous. (Third person.)

THE INFINITIVE.

51. The INFINITIVE closely *resembles* a *noun*; it is a *form* of the *verb*, *without person or number*, usually *preceded* by the *preposition to*. Like a verb, it expresses *action or state*.

The SUBJECT of an infinitive is in the OBJECTIVE CASE.
EXAMPLE: I found *him* to be untrue.

In this sentence, *him* is the *subject* of the *infinitive to be* and is in the *objective* case.

They consider *Alice* to be talented. (*Alice=objective case, subject* of the infinitive *to be*.)

EXERCISE: Define a *noun*.

Define *gender, number and case*; give *two* examples of each.

Show how the *masculine* and *feminine* of some nouns are formed.

Show how an *ending* may form the *feminine*.

Show how a *pronoun* may distinguish *gender*.

Define *number*; what does the *singular* number denote? *Plural*?

Give the RULE for the REGULAR FORMATION of the plural. Give *three* examples.

Give the RULE for *nouns ending in o preceded by a consonant*. Give *four* examples; give *four exceptions*.

Give the RULE for *nouns ending in o preceded by a vowel*. Give *three* examples.

Give the RULE for *nouns ending in y preceded by a consonant*. Give *four* examples.

Give the RULE for *nouns ending in y preceded by a vowel*. Give *six* examples.

Give the RULE for *nouns ending in f or fe*. Give *ten* examples.

Tell all you know of the IRREGULAR FORMATION of the plural.

How do *letters, figures and symbols* form the plural? Give *four* examples.

What is the plural of *Mr.?*; *Miss?*; *Mrs.?*; *Master?*

Name *ten* nouns used in the plural only.

Name *ten* nouns plural in form but singular in meaning.

Into what *two* classes are nouns divided? Define and give *examples* of each.

What is an *abstract* noun? Give *three* examples in sentences.

What is a *collective* noun? Give *four* examples in sentences.

Write two sentences in which the collective noun takes a plural verb.

What are *concrete* nouns?

How do proper nouns ending in *y* form their plural?

Define *case*.

Define *declension*.

Define *inflection*.

How many cases are there in English? Name them.

Decline each of the following words: *boy, girl, day, turkey, lady, baby, man, life, elf, calf, trench, deer, child, goose, ox, Norman, Portuguese, trout*.

Give all the USES of the *nominative case* and give two examples of each.

What is meant by a *vocative*?

What is the *possessive case*?

Give the RULES for the *apostrophe* and *s*. Give four examples.

Give the RULE for *plural nouns ending in s*. Give four examples.

Give the RULE for *plural nouns NOT ending in s*. Give four examples.

Give the RULE for *one syllable nouns ending in s or an s sound*. Give four examples.

Give the RULE for *nouns of two syllables ending in s or an s sound*. Give four examples.

How does a *compound noun* form the *possessive*? Give two examples.

Describe the *possessive* in *dependent* and *independent* ownership. Give two examples of each.

Define the *objective case*.

Give all the USES of the *objective case* in turn and give five examples of each.

What is meant by *person*? Give four examples of each.

What is an *infinitive*? Show how it is used under the *objective case*; what has it to do with nouns?

CHAPTER IV.

Pronouns.

52. A PRONOUN is a word that is used *instead* of a noun. It refers to a person, place or thing *without* giving it a *name*.

The noun or substantive to which a pronoun *refers* is called its ANTECEDENT. Pronouns must AGREE with their ANTECEDENTS in PERSON, NUMBER and GENDER, but their CASE depends upon the USE in the sentence.

PERSONAL PRONOUNS.

53. PERSONAL PRONOUNS denote the *speaker*, the *one spoken to*, or the *person, place or thing spoken of*.

DECLENSION of the personal pronoun in the THREE PERSONS.

FIRST PERSON.

	<i>Singular.</i>	<i>Plural.</i>
<i>Nominative.</i>	I.	We.
<i>Possessive.</i>	My or Mine. (<i>Gen.</i>)	Our or Ours.
<i>Objective.</i>	Me. (<i>Accusative</i>)	Us.

SECOND PERSON.

	<i>Singular.</i>	<i>Plural.</i>
<i>Nominative.</i>	Thou.	You or Ye.
<i>Possessive.</i>	Thy or Thine. (<i>Gen.</i>)	Your or Yours.
<i>Objective.</i>	Thee. (<i>Accusative</i>)	You or Ye.

THIRD PERSON.

	<i>Singular.</i>			<i>Plural.</i>		
	Mas.	Fem.	Neuter.	Mas.	Fem.	Neuter.
<i>Nominative.</i>	He.	She.	It.	They.		
<i>Possessive.</i>	His.	Her or Hers.	Its.	Their or Theirs.		
<i>Objective.</i>	Him.	Her.	It.	Them.		

NOTE.—The pronouns of the *first* and *second* persons may be *either* masculine or feminine; the pronouns of the *third person* may be masculine, feminine or neuter in form.

54. EXERCISE: Fill in *each* of the following blanks with the pronoun required and give the *reasons* for so doing each time.

It is — (First person).

It is — (Second person).

It is — (Third person).

This is between you and — (First person).
Both numbers.

This is between you and — (Third person).
Both numbers; all genders.

I gave — a book. (Third pers., sing. number,
feminine gender.)

She sent — a dollar. (First pers., sing. number.)

Place John beside —. (Third pers., sing. number,
mas. gender.)

Write a sentence for each of the *cases* of the personal pronoun in all numbers, persons and genders.

REFLEXIVE PRONOUNS.

55. REFLEXIVE PRONOUNS refer back to the person denoted by the subject and repeat its meaning. They are also called *Compound Personal Pronouns*.

EXAMPLES: I have found that so *myself*.

He is very proud of her *himself*.

We believe it *ourselves*.

<i>Singular.</i>	<i>Plural.</i>
Myself.	Ourselves.
Thyself or Yourself.	Yourselves.
Himself, Herself, Itself.	Themselves.

POSSESSIVE PRONOUNS.

56. POSSESSIVE PRONOUNS are used when they are *followed by a noun*.

EXAMPLES: My book, possessor, I.

His pencil, possessor, he.

Possessive pronouns are of *three* persons.

FORM I.

FIRST PERSON.

SECOND PERSON.

Sing., my. *Plur.*, our. *Sing.*, thy, your. *Plur.*, your.

THIRD PERSON.

Singular, His, Her, Its.

Plural, Their.

NOTE.—The three persons of Form I. are also termed POSSESSIVE ADJECTIVES because they *modify* nouns.

FORM II.

FIRST PERSON.

SECOND PERSON.

Sing., Mine. *Plur.*, Ours. *Sing.*, Thine. *Plur.*, Yours.

THIRD PERSON.

Singular, Hers, His.

Plural, Theirs.

The pronouns of Form II. usually stand in the *predicate* and are not always followed by a *noun*.

EXAMPLE: The decision was *mine*.

The victory is *theirs*.

That remark was *his*.

These tickets are *ours*.

The house is not *hers*.

ADJECTIVE PRONOUNS.

57. ADJECTIVE PRONOUNS are pronouns which may be used either as *adjectives* or *pronouns*.

Adjective pronouns are divided into *two* classes: *Demonstrative* pronouns and *Indefinite* pronouns.

DEMONSTRATIVE pronouns POINT OUT persons, places or things. Their *strongest* point is that they call *special attention* to these persons, places or things.

Singular.

this, that.

Plural.

these, those.

(1) Used as PRONOUNS:

This is a beautiful country.

Did you make *this*?

That was Helen in the car.

Could you do *that*?

These are lovely roses.

He showed me *these*.

I like *those* better.

Didn't you see *those*?

(2) Used as ADJECTIVES:

This soldier gave the signal.

You may have *this* suite.

Did you enjoy *that* play?

That fellow has talent.

These times have changed.

Did she select *these* gowns?

Those boys are clever.

I liked *those* books very much.

58. INDEFINITE PRONOUNS point out *less* definitely than Demonstrative pronouns.

The most common Indefinites are,—some, any, none, such, each, every, either, both, neither, other, another, each other, one another, etc.

Most Indefinite pronouns may also be used either as pronouns or adjectives.

EXAMPLES: *Each* has a right.

Each child may have a turn.

Both are pretty.

Both views are pretty.

EXERCISE: Write sentences showing the *two* usages for *each* of the *other Indefinites* where possible.

NOTE.—NONE is *always* a *noun* or *substantive*; EVERY is *always* an *adjective*. EACH OTHER and ONE ANOTHER are COMPOUND PRONOUNS. They are also called RECIPROCAL PRONOUNS because they impress the idea of *reciprocity* and designate *related* persons or things.

Pronouns such as *few*, *several*, *all*, *many*, etc., are called (PRONOMINAL ADJECTIVES) when they are used *adjectively*; otherwise they are classed as INDEFINITES.

ONE may be termed an INDEFINITE PERSONAL PRONOUN. *Somebody*, *anybody*, *everybody*, *everything*, *anything*, etc., are sometimes called INDEFINITE NOUNS as well as Pronouns.

RULE REPEATED: Pronouns must AGREE with their ANTECEDENTS in PERSON, NUMBER and GENDER.

EXAMPLE: Each should go *his* way.

Everybody must give *his* version.

Every pupil must sit in *his* own seat.

Each of the soldier boys told *his* story.

When a pronoun is of *common gender*, as in these *first three* sentences, the personal pronoun *his* may be regarded as of *common gender* also.

NONE may be either singular or plural.

EXAMPLE: None of us *was* present.

None *were* very happy.

RELATIVE PRONOUNS.

59. RELATIVE PRONOUNS serve *both* as PRONOUNS and CONNECTIVES. They are connectives between DEPENDENT and INDEPENDENT clauses. They refer back to a *noun* in the *principal clause*. The noun or substantive to which such a pronoun refers is called its ANTECEDENT.-

The relative pronouns are *who*, *which*, *that*, *what* and *as*. *Who* and *which* may be declined as follows:

	Singular	and	Plural.
Nominative.	who.		which.
Possessive.	whose.		whose.
Objective.	whom.		which.

It will be noted that these pronouns have the *same* form for both numbers and for the three persons.

The CASE of a relative pronoun depends upon its OWN CONSTRUCTION in the sentence.

EXAMPLE: The boys *whom* you see in this section escaped injury. (*Whom* is in the *obj. case*, *obj.* of *see*, but its *antecedent* is in the *nominative case*.)

The boys *who* were in that section escaped injury. (*Who* is in the *nominative case*, *sub.* of *were*.)

This is the same as I have. (*As* is in the *obj. case*, *obj.* of *have*, but its *antecedent*, *same*, is in the *nom. case*, *why*?)

This is the man *that* I invited. (*That* is in the *obj. case, obj.* of *invited*, but its *antecedent, man*, is in the *nom. case, why?*)

60. WHO may be *either masculine or feminine*; WHICH and WHAT are *neuter*; THAT and AS are of *any one* of the *three* genders.

EXAMPLES: It is she *who* exclaimed.

The boy *whose* arm was broken is getting well.

The girls to *whom* you spoke were nurses.

This is the ship *that* leaves in the morning.

I did not find anybody *that* understood.

There is the girl *that* you liked.

We are helping the man *that* asked for work.

The sunset *that* I saw last evening was glorious.

Describe *each* of the pronouns used above, giving all reasons where possible.

WHICH is used to refer to LOWER ANIMALS.

EXAMPLES: I bought the dog *which* we saw at the show.

We have two horses *which* were sent to the front.

He has a pony *whose* name is Sam.

(*Whose* may be used of any object possessing life.)

This is the rose *whose* odor wafted sweetness.

I have a brother *whose* name is Bob.

61. THE RELATIVE PRONOUN WHAT conveys the meaning THAT WHICH. For this reason it has two constructions.

EXAMPLE: *What* was left was mutilated.

In this sentence *what* has the meaning, THAT WHICH; it may be the subject of *either* was.

She always does *what* she says.

In this sentence *what* again has the DOUBLE construction; it may be the *object* of *does* and the *object* of *says*.

I found *what* I expected.

Here we have *what* used as *object* of *found* and *object* of *expected*.

We like *what* is good.

What in this case is the *object* of *like* and the *subject* of *is*.

NOTE.—In ALL cases, remember that *what*, in such constructions as above, has the equivalent meaning of "THAT WHICH."

62. DECLENSION OF THE COMPOUND RELATIVE PRONOUN.

Singular and Plural.

Nominative. whoever, (whosoever). whichever, (whichsoever).

Possessive. whosever, (whosoever).

Objective. whomever, (whomsoever). whichever, (whichsoever).

Proper use of *whoever* and *whomever*.

We shall see *whoever* comes first. (Whoever=*sub.* of comes.)

This is the prize for *whoever* wins. (Whoever=*sub.* of wins.)

We shall see *whomever* you please. Whomever=*obj.* of please.)

They will send the prize to *whomever* you say. (Whomever=*obj.* of say.)

INTERROGATIVE PRONOUNS.

63. INTERROGATIVE PRONOUNS are pronouns which *ask* a question. They are *who*, *which* and *what*.

EXAMPLES: *Who* is here?

Who has brought the news?

Whose name did you call?

Whose step is that?

Whom have you found?

Of *whom* did she speak?

Which is the best?

Which of those boys went to war?

What has happened?

What is the price of that car?

It may be noted that *who* has a nom., poss., and obj. form, but *which* and *what* are *not* inflected.

Who is of either mas. or fem. gender; *which* and *what* may be of any of the three genders.

64. *Which* and *what* may be used as *Interrogative Adjectives*.

EXAMPLES: *Which* ship shall I take?

Which road is the better?

What flag is that?

What name do you wish?

PARSING.

65. To PARSE a noun or pronoun is to give its CONSTRUCTION and CHARACTERISTICS in its GRAMMATICAL FORM.

Parsing a noun or pronoun covers THREE points:

- (1) *Classification.*
- (2) *Gender, number, person and case.*
- (3) *Construction in the sentence.*

EXAMPLES: *Susan* has come. (*Susan* is a *proper noun* of the *feminine gender*, *singular number*, *third person*. It is in the *nominative case*, being the *subject* of the *verb*, *has come*.)

She is my cousin. (*She* is a *personal pronoun* of the *third person*, *sing. number*, *fem. gender*, *nominative case*, being the *subject* of the *verb*, *is*.)

The *man* *whom* I met at the station was my brother. (*Man* is a *common noun* of the *masculine gender*, *singular number*, *third person*, *nominative case*, being the *subject* of the *verb*, *was*.) (*Whom* is a *relative pronoun* of the *masculine gender*, *singular number*, *third person* AGREEING with its ANTECEDENT, *man*. It is in the *objective case*, being the *object* of the *transitive verb*, *met*.) (*I* is a *personal pronoun* of the *common gender*, *singular number*, *first person*, *nominative case*, being the *subject* of the *verb*, *met*.) (*Station* is a *common noun* of the *neuter gender*, *singular number*, *third person*, *objective case*, being the *object* of the *preposition*, *at*.) (*Brother* is a *common noun* of the *masculine gender*, *singular number*, *third person*, *nominative case*, being the *predicate nominative* after the *verb*, *was*.)

I hurt *myself*. (*Myself* is a *compound personal pronoun* of the *first person*, *common gender*, *singular number*, AGREEING with its ANTECEDENT, *I*. It is the *objective case*, being the *object* of the *transitive verb*, *hurt*.)

Whose house shall we visit? (*Whose* is an *interrogative pronoun* in the *masculine* or *feminine gender*, *singular number*, *possessive case*, *modifying* the *common noun*, *house*.)

The Captain *whose* name was just read comes from India. (*Whose* is a *relative pronoun* of the *masculine gender*, *singular number*, and *third person*, AGREEING with its ANTECEDENT, *captain*. It is in the *possessive case*, *modifying* the *noun*, *name*.)

CHAPTER V.

Adjectives.

66. An ADJECTIVE is a word which *limits* or *describes* a substantive.

Adjectives are of *two* kinds: *Descriptive* and *Definitive*. In the *first* case, they *describe* objects; in the *second* case, they *point out* objects.

EXAMPLES of case I.:

The *round* table is in the center of the room.

The *camouflaged* ships arrived safely.

EXAMPLES of case II.:

This house is for sale.

Those pictures are official.

Adjectives formed from Proper nouns are called *Proper* adjectives.

EXAMPLE: *Spanish* lesson; *Mexican* blanket; *Turkish* rug, etc.

An Appositive adjective is added to a substantive for the sake of explanation.

EXAMPLE: The brook *clear* and *shady* ran through the meadow.

The battalion, *tired* and *dejected*, marched down the avenue.

67. A PREDICATE ADJECTIVE COMPLETES the meaning of the verb and DESCRIBES the *subject*.

EXAMPLES: Snow is *white*.

The boy was *pale* from fright.

NOTICE the use of the PREDICATE ADJECTIVE after *each* of the following verbs:

Your garden looks *luxuriant*.

This rose smells so *sweet*.

The boys feel *happy*.

These strawberries taste *good*.

The engine sounds *powerful*.

68. PREDICATE ADJECTIVES AND PREDICATE NOMINATIVES are *similar* in their *construction*. As they both *complete* the meaning of the verb, they are called COMPLEMENTS.

EXERCISE: Write three *predicate nominatives*.

Write three *predicate adjectives*.

THE ARTICLES.

69. The DEFINITE Article *the* points out *one* or more *particular object* or *objects* as *distinct* from *some others* of the *same kind*.

EXAMPLES: The House was pleased with *the* speech.
We saw *the* ship embark.
Jim and I went to *the* dance last night.
The boys of *the* "77th" division have arrived.

The INDEFINITE Article *a* or *an* does *not* point out any particular object but simply designates an object as *one* of a *general class* or *kind*.

EXAMPLES: *A* man spoke at the meeting.
Please give me *a* chance.
We had *a* shower to-day.
A gun was fired at sunset.

An is used before words beginning with a *vowel* or *silent h*,—as:

I have *an* apple for you.
He has *an* order for three machines.
Will you spend *an* hour with me?
We have *an* interest in that business.
You may rest assured that he is *an* honest man.

EXCEPTIONS: Words beginning with the sound of *y*, *w*, or before words beginning with *h* when accented on the *first* syllable must be preceded by *a*.

EXAMPLE: a university; a eulogy; a union; a yew; a Euclid; a European country; a Utopian idea; a history; a hippodrome; a hobby, but—an homologous side; an homeopathic remedy, etc.

NUMERAL ADJECTIVES.

70. CARDINAL NUMERAL adjectives are those used in *counting*, and answer the question, "how many?"

EXAMPLES: Harry is *fourteen* years old to-day.

My license cost *three* dollars.

There were *one-hundred fifty* men in the company.

ORDINAL NUMERAL adjectives indicate the *position* or *order* of a person or thing *in a series*.

EXAMPLES: He is the *fifth* son.

- We sat in the *second* row.

You may have the *first* shot at the target.

71. COMPARISON OF ADJECTIVES.

Adjectives may be *compared* and the three different *degrees* in which they appear are called DEGREES OF COMPARISON.

The names of these degrees are Positive, Comparative and Superlative.

The SIMPLEST form of the adjective is the POSITIVE DEGREE; it has no special ending.

EXAMPLES: Julia is *tall*. Tom is *nice*. The rose is *pretty*.

The COMPARATIVE Degree of the adjective is formed by adding the *termination* *er* to the Positive Degree.

EXAMPLES: Julia is *taller* than Ellen. Tom is *nicer* than Roy. The rose is *prettier* than the tulip.

The SUPERLATIVE Degree of the adjective is formed by adding the *termination* *est* to the Positive Degree.

EXAMPLES: Julia is the *tallest* of the three.
Tom is the *nicest* of the three.
The rose is the *prettiest* of the three flowers.

72. RULES: Adjectives ending in silent *e*, *drop* this *e* in forming the comparative and superlative degrees.

EXAMPLES: nice, nicer, nicest; white, whiter, whitest; wise, wiser, wisest; pure, purer, purest, etc.

Most adjectives ending in *y*, *change* *y* to *i* in forming the comparative and superlative degrees.

EXAMPLES: pretty, prettier, prettiest; happy, happier, happiest.

One syllable adjectives having a *short vowel preceded* by a *consonant*, *double* this consonant in forming the comparative and superlative degrees.

EXAMPLES: thin, thinner, thinnest; big, bigger, biggest; sad, sadder, saddest; red, redder, reddest, etc.

73. *Some* adjectives are compared by adding the adverbs MORE and MOST to the Positive Degree.

EXAMPLES: terrible, more terrible, most terrible; beautiful, more beautiful, most beautiful; difficult, more difficult, most difficult; noted, more noted, most noted, etc.

(*Many* adjectives of *two or more syllables* are compared as above; some, however, may be compared *either* way.

EXAMPLES: polite, politer, politest; polite, more polite, most polite; profound, profounder, profoundest; profound, more profound, most profound, etc.

74. IRREGULAR COMPARISON OF ADJECTIVES.

POSITIVE.	COMPARATIVE.	SUPERLATIVE.
<i>late,</i>	<i>later, latter,</i>	<i>latest, last.</i>
<i>bad (evil, ill),</i>	<i>worse,</i>	<i>worst.</i>
<i>good,</i>	<i>better,</i>	<i>best.</i>
<i>little,</i>	<i>less, lesser,</i>	<i>least.</i>
<i>much, many,</i>	<i>more,</i>	<i>most.</i>
<i>far,</i>	<i>farther,</i>	<i>farthest.</i>
_____	<i>further,</i>	<i>furthest.</i>
<i>well (in health),</i>	<i>better,</i>	_____
<i>old,</i>	<i>older, elder,</i>	<i>oldest, eldest.</i>

75. The *Comparative Degree* is used to compare but *two* persons or things.

EXAMPLES: This is my *elder* sister.

My sister is *older* than yours.

Grace was the *eldest* of the four daughters.

Here is my *oldest* dress.

Notice that *elder* is used in speaking of persons.

The *Superlative Degree* is used to compare *one* person or thing with *more* than *two* persons or things.

EXAMPLES: Robert is the *tallest* of the three boys.

She is the *brightest* pupil in her class.

This is the *most wonderful* storm I ever saw.

76. A few adjectives add *most* to form the *superlative*.

POSITIVE.	COMPARATIVE.	SUPERLATIVE.
<i>hind,</i>	<i>hinder,</i>	<i>hindmost.</i>
<i>south,</i>	<i>more southern,</i>	<i>southernmost.</i>
<i>east, eastern,</i>	<i>more eastern,</i>	<i>easternmost.</i>
<i>west, western,</i>	<i>more western,</i>	<i>westernmost.</i>
<i>north, northern,</i>	<i>more northern,</i>	<i>northernmost.</i>
<i>top,</i>	————	<i>topmost.</i>
————	<i>inner,</i>	<i>inmost.</i>
————	<i>former,</i>	<i>foremost.</i>
————	<i>nether,</i>	<i>nethermost.</i>
————	————	<i>endmost.</i>
<i>up (adverb),</i>	<i>upper,</i>	<i>uppermost.</i>
<i>out (adverb),</i>	<i>outer (utter),</i>	<i>outmost.</i>
		<i>outermost,</i>
		<i>utmost</i>
		(<i>uttermost</i>).

NEXT is the superlative of *nigh*.

. Adjectives which possess an ABSOLUTE QUALITY are *not* compared.

EXAMPLE: perfect, present, rectangular, vertical, nautical, perpendicular, single, universal, infinite, etc.

77. A noun may be described or limited by *more* than one adjective.

EXAMPLE: ripe red cherry; pretty green leaves, etc.

78. EXERCISE: Compare *each* of the following adjectives: *calm, jolly, hard, light, dim, ripe, unusual, magnificent, thoughtful, lovely, sensitive, energetic, stupid, intense, sad, mad, proud*.

Give *two* comparisons where possible.

CHAPTER VI.

Adverbs.

79. An ADVERB is a word that *modifies* a *verb*, an *adjective* or another *adverb*.

EXAMPLES: The man acted *quickly*.

She went *suddenly*.

The statesman was *highly* honored.

He recovered *very* rapidly.

80. There are *four* kinds of adverbs.

(1) Adverbs of MANNER answer the question "How?"

They modify verbs or adjectives, sometimes adverbs.

EXAMPLES: They marched to the front *bravely*.

They were *happily* married.

She bore her affliction *silently* and *courageously*.

(2) Adverbs of TIME answer the question "When?"

EXAMPLES: The ship is due *to-day*.

I have not seen him *late*ly.

Are you ready *now*?

I will *soon* be ready.

(3) Adverbs of PLACE answer the question "Where?"

EXAMPLES: *There* is my son.

She came *very near*.

Yonder lies the city of Verdun.

Will you come *here*, please?

(4) Adverbs of DEGREE answer the question "To what extent?"

EXAMPLES: She is *exceedingly* pretty.

I liked her *very much*.

She is *rather* superstitious.

That is *absolutely* false.

81. Adverbs which have the *same* form as *adjectives*:

EXAMPLES: right, wrong, late, early, quick, hard, slow, well, much, little, deep, just, straight, low, loud, ill, close, etc.

EXERCISE: Use each of the above words in sentences as (1) adjectives; (2) as adverbs.

82. RELATIVE ADVERBS connect dependent (sub-ordinate) clauses with independent (co-ordinate) clauses. In this way they resemble *relative pronouns*.

EXAMPLES: The town *where* I live has a population of ten thousand.

They came *after* I had gone.

I was ill *when* I was in France.

The *most common* relative adverbs are:—*where, when, whence, as, while, before, after, till, until, since, how, whenever, wherever, why, whither*.

83. EXERCISE: Write sentences containing *each* of the above relative adverbs and describe *in what way* they resemble relative pronouns.

84. AN INTERROGATIVE ADVERB introduces a question.

Where, when, whither, whence, how, why, etc., may be used as *Interrogative adverbs*.

EXAMPLES: *How* do you like this climate?

Where did she spend the summer?

When were they in Paris?

Why did you exclaim?

COMPARISON OF ADVERBS.

85. ADVERBS HAVE A POSITIVE, COMPARATIVE AND SUPERLATIVE degree. Some adverbs are compared by means of the endings ER and EST.

EXAMPLES: *early, earlier, earliest.*
near, nearer, nearest.
soon, sooner, soonest.
often, oftener (more often), oftenest
(most often).
fast, faster, fastest.
quick, quicker, quickest.

EXERCISE: Compare *each* of the following adverbs:
cheap, dear, hard, high, low, long, slow, deep.

86. Most adverbs are compared by means of MORE and MOST.

EXAMPLES: *bravely, more bravely, most bravely.*
eagerly, more eagerly, most eagerly.
promptly, more promptly, most promptly.
rapidly, more rapidly, most rapidly.

87. IRREGULAR COMPARISON OF ADVERBS.

POSITIVE.	COMPARATIVE.	SUPERLATIVE.
<i>well,</i>	<i>better,</i>	<i>best.</i>
<i>much,</i>	<i>more,</i>	<i>most.</i>
<i>little,</i>	<i>less,</i>	<i>least.</i>
<i>late,</i>	<i>later,</i>	<i>latest, last.</i>
<i>ill (badly),</i>	<i>worse,</i>	<i>worst.</i>
<i>nigh,</i>	<i>nigher,</i>	<i>nighest, next.</i>
<i>far,</i>	<i>farther,</i>	<i>farthest.</i>
<i>forth,</i>	<i>further,</i>	<i>furthest.</i>

88. Adverbs which are ABSOLUTE in quality do NOT admit of comparison.

EXAMPLES: *now, then, here, when, where, how, whence, etc.*

CHAPTER VII.

Verbs.

89. A VERB is a word that *asserts* an *action*, *state* or *condition* about a person, place or thing.

Most verbs express *action*; some verbs only express *state* or *condition*, as,—

I *played* golf this morning.

(Action) He *passed* all of his examinations.

We *motored* through the White Mountains.

(State or He *cherishes* her memory.

Condition) The house *stands* apart from the others.
Soldiers *wear* a uniform.

90. A VERB-PHRASE is a *group* of words that is *used* as a verb.

EXAMPLES: She *is sending* her mother a letter.

I *will look* you up when I arrive.

They *have telephoned* me to start now.

We *must call* there to-morrow.

When certain verbs are used to make verb-phrases, they are called AUXILIARY verbs because they *HELP* *other* verbs to express action or state. The auxiliary verbs are,—*is, are, was, were, may, can, might, must, shall, will, could, would, should, have, had, do, did*.

The auxiliary verb is sometimes *separated* from the rest of the verb, as,—

I *shall* always *remember* your kindness.

He *was* nearly *run* over.

The children *were* suddenly *awakened*.

91. Verbs are either TRANSITIVE OR INTRANSITIVE.

A TRANSITIVE verb is a verb which is followed by a substantive denoting that which RECEIVES the ACTION or is PRODUCED by it. All OTHER verbs are called INTRANSITIVE.

The substantive which completes the meaning of a transitive verb is called its DIRECT OBJECT.

Intransitive verbs then *do not* take objects.

EXAMPLES of *transitive* and *intransitive verbs*.

TRANSITIVE (*with* objects).

We *caught* ten trout.

She *found* her purse.

They *have discovered* a new land.

Time *causes* changes.

INTRANSITIVE (*without* objects).

The horse *trotted* away.

The sun *feels* warm.

The seniors *debate* to-day.

She *stared* at me.

92. A verb which is *transitive* in *one sense* may be *intransitive* in *another*.

EXAMPLES:

TRANSITIVE.

They *feel* her influence.

Jane *dances* the Russian Dances.

They *spoke* French at the table.

Baby *sings* her little songs every night.

INTRANSITIVE.

I *feel* relieved.

She *dances* very well.

He *spoke* too quickly.

Baby *sings* sweetly.

THE COPULATIVE VERBS.

93. The verb *is*, in *all its forms*, and many *other* verbs, form what is called the *COPULA*, or *LINK*, between the *subject*, *predicate nominative* or *predicate adjective*.

EXAMPLES: Alice *is* my cousin.

George *was* a happy boy.

The pansies *look* thrifty.

He *becomes* Mayor to-morrow.

She *acts* queer.

They *seem* perplexed.

In the above sentences, name *all* the *predicate nominatives* and *predicate adjectives*.

INFLECTION OF VERBS—TENSE.

94. Verbs are *INFLECTED* to show *TIME* or *TENSE*.

The tenses of a verb indicate *Present*, *Past* and *Future* time. These tenses are called the *Simple* tenses.

EXAMPLES of *Present* tense:

I *live* near the village.

The whistle *blows*.

The Adriatic *arrives* this week.

EXAMPLES of the *Past* tense (Imperfect).

I *lived* near the village.

The whistle *blew*.

The Adriatic *arrived* this morning.

EXAMPLES of *Future* tense.

I *shall live* near the village.

The whistle *will blow*.

The Adriatic *will arrive* this week.

95. WEAK VERBS AND STRONG VERBS.

REGULAR verbs are verbs which form their past tense by adding *ed*, *d*, or *t* to the present tense; such verbs are often called WEAK verbs. All *other* verbs are IRREGULAR verbs and are often called STRONG verbs.

EXAMPLES: *ask, asked; talk, talked; like, liked; mean, meant; deal, dealt; send, sent*; (When the past tense is formed by adding *t*, a *change in spelling* often occurs, as,—*send, sent; feel, felt; dwell, dwelt*, etc.)

Irregular verbs often form the past tense *without* the addition of an *ending*, and merely changing a *vowel* of the present.

EXAMPLES: *run, ran; swim, swam; choose, chose; sing, sang*; etc.

PERSON AND NUMBER.

Verbs have PERSON and NUMBER.

PERSON.

The *first* person denotes the *speaker*; the *second* person denotes the *person spoken to*; the *third* person denotes the *person* or *thing spoken of*.

NUMBER.

The *singular* number denotes a *single* person or thing.

The *plural* number denotes *more than one* person or thing.

RULE: A verb must AGREE with its SUBJECT in PERSON and NUMBER.

97. VERBS ARE INFLECTED to show *person* and *number*.

EXAMPLES :

PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
I talk.	We talk.
Thou talk-est.	You talk.
He, she, it talk-s.	They talk.

PAST TENSE (Imperfect).

<i>Singular.</i>	<i>Plural.</i>
I talked.	We talked.
Thou talked-st.	You talked.
He, she, it talked.	They talked.

98. It is readily observed from the above example that person and number are shown by (1) the *subject*, (2) by certain *endings*.

These endings are called PERSONAL ENDINGS.

PERSONAL ENDINGS.

PRESENT TENSE.

<i>Singular.</i>	<i>Plural.</i>
(1) No ending.	(1) No ending.
(2) est,-st.	(2) “ “
(3) s.	(3) “ “

PAST TENSE (Imperfect).

<i>Singular.</i>	<i>Plural.</i>
(1) No ending.	(1) No ending.
(2) est,-st.	(2) “ “
(3) No ending.	(3) “ “

IMPERSONAL VERBS.

99. IMPERSONAL verbs are verbs which have no person for subject. The *subject* of *thought* stands in the predicate.

EXAMPLES: *It is* very warm to-day.

It thunders.

It is she.

It was New Year's Day, 1919.

In the first *two* cases, it, the *neuter pronoun*, is used as subject; there is *no definite* subject.

In the *third* and *fourth* cases, it is called an (expletive) as the real *subject* of *thought* stands in the *predicate*.

100. RULES FOR THE USE OF NUMBER.

(1) A compound subject with *and*, usually takes a *plural* verb.

EXAMPLES: My father and mother *sail* to-day.

Jack and Chad *are* chums.

(2) A compound subject with *and*, *expressing* a *single idea*, takes a verb in the *singular*.

EXAMPLES: The thunder and lightning *is* terrific.

This bread and butter *tastes* good.

(3) A compound subject with *or* or *nor* takes a *singular* verb if *each* substantive is *singular*.

EXAMPLES: Either he or she *is* mistaken.

Neither the President nor the Governor
speaks at the conference to-morrow.

(4) When the substantives connected by *or* or *nor* are of *different number* and *person*, the verb *agrees* with the *nearer*.

EXAMPLES: Either you or *she* is mistaken.
Neither you nor *I* was called.
Neither Dick nor *we* were there.

The following is considered better form:

Either you are mistaken, or she is.
Neither of us was called.
Dick was not there; neither were we.

(5) Nouns *plural* in form but *singular* in meaning usually take a *singular* verb.

EXAMPLES: Physics *is* a useful study.
Athletics *is* greatly *advised*.
Measles *is* epidemic in our town.

(6) A COLLECTIVE noun (33) sometimes takes a *singular* and sometimes a *plural* verb.

When persons or things are considered as INDIVIDUALS, the *plural* is used; when they are regarded as a UNIT or WHOLE, the *singular* is used.

EXAMPLE:

The Triangle Club *give* their annual play to-morrow evening. (Each member considered as individuals.)

The Triangle Club *is composed* of Twenty members. (Here the members are thought of as a unit.)

The American Fleet *welcome* the President. (Each member of the fleet considered.)

The American Fleet *sails* for France on Tuesday. (Fleet considered as a whole.)

101. Notice the verbs in each of the following sentences:

- (1) *The number of troops on that ship is two thousand.*

A number of seats are reserved.

Half of a dollar is fifty cents.

Half of the troops were Americans.

The second part of the story is more interesting.

Part of his ideas were good.

THE FUTURE TENSE.

102. The Future Tense *denotes future time.*

FUTURE TENSE (Declarative).

Singular.

I shall talk.

Thou wilt talk.

He, she, it will talk.

Plural.

We shall talk.

You will talk.

They will talk.

FUTURE TENSE (Interrogative).

Singular.

Shall I talk?

Shalt thou talk?

Will he, she, it talk?

Plural.

Shall we talk?

Shall you talk?

Will they talk?

What auxiliary verbs are used in the future tense?

What differences are there in the Interrogative?

103. USE OF SHALL AND WILL.

- (1) SHALL in the first person, declarative and interrogative, denotes *simple futurity*.

EXAMPLES: I *shall* leave for the West to-night.

I *shall* be glad to see you.

We *shall* miss you very much.

We *shall* arrive in the morning.

(2) WILL in the first person denotes *determination*, a *promise*, a *threat*, etc.

EXAMPLES: I *will* enforce the law.
I *will* give you ten dollars.
I *will* punish you if you do that again.
We *will* *demand* their presence.
We *will* send them a cable.
We *will* throw down our hands if they
do not play fair.

(3) In the second person, WILL is used when merely *future time* is implied, i. e., in assertions.

EXAMPLES: You *will* fall if you are not careful.
You *will* soon see land.
You *will* have plenty of time.

(4) In the second person in questions, the SAME AUXILIARY is used that is expected in the ANSWER.

EXAMPLES: *Shall* you be free next week? (I shall.)
Shall you see them again? (I shall.)
Shall you gain or lose in this matter?
(I shall.)
Will you dine with us this evening? (I
will.)
Will you let me know right away? (I
will.)
Will you take the message? (I will.)

(5) SHALL in the second person declarative indicates *determination*, a *promise*, a *threat* or a *command*.

EXAMPLES: "Thou *shalt* not commit adultery."
You *shall* have another turn.
You *shall* regret your actions.
You *shall* judge for yourself.

(6) In the third person declarative, *WILL* is used to denote only *future* time.

EXAMPLES: She *will* be there at eight o'clock.

He *will* ask no questions.

The clouds *will* soon disappear and the sun *will* shine.

(7) *SHALL* is used in the third person declarative when there is an implied *command, threat, promise or determination*.

EXAMPLES: He *shall* ask an apology.

They *shall* repent of their sins.

She *shall* have three chances.

He *shall* not have his own way.

(8) In the third person interrogative, the *SAME AUXILIARY* is used that is expected in the *answer*.

EXAMPLES: *Shall* Peace Terms be made now?

Shall they repeat this exercise?

Will the boys arrive in time to sing?

Will the car run now?

104. EXERCISE: In *each* of the sentences under *shall* and *will*, tell what *idea* is expressed. Be able to give *each rule*, and, write two *original* sentences under *each* head.

105. SHOULD AND WOULD.

SHOULD is the past tense of *shall* and *WOULD* is the past tense of *will*. Their rules, therefore, are similar.

EXAMPLES: In simple assertions, when there is *no idea of will or determination* on the part of the speaker, *SHOULD* is used in the first person, as,—

- (1) I *should* be lonely if you went away.
I *should* understand the situation.
I *should* prefer your coming here.
We *should* bear our afflictions bravely.
We *should* be glad to meet their terms.
I *would* accept if I were asked.
I *would* spend all my money to save him.
We *would* leave to-day if we could.
We *would* rather dance than sing.

- (2) In the first person interrogative, **SHOULD** is used.

EXAMPLES: *Should* I send her a card?
Should I lose the train if I stayed ten minutes longer?
Should we be happy always?
Should we offer them better terms?

- (3) **SHOULD** is used in the second and third persons to denote the *will* of the speaker.

EXAMPLES: You *should* think before you speak.
You *should* be punished severely.
He *should* know better than to do that.
Such a condition *should* not exist.

- (4) In the second person interrogative **SHOULD** or **WOULD** is used according to what auxiliary is expected in the answer.

EXAMPLES: *Should* you be lonely if I went away?
(I should.)
Should you remember if I told you?
(I should.)
Should you think that a fair price? (I should.)

Would you start now if I were you?

(I would.)

Would you send them another bill? (I

would.)

Would you study French or Spanish?

(I would.)

NOTE.—It will be readily observed here that these auxiliaries are used in the SAME manner as *Shall* and *Will*; *WOULD YOU* is used in asking *advice* or *permission*.

EXERCISE: Write a sentence for the use of *should* and *would* corresponding to the use of *shall* and *will* for each of the three persons, declarative and interrogative.

COMPLETE OR PERFECT TENSES.

106. The COMPLETE OR PERFECT TENSES, also called COMPOUND tenses, are: (1) the *Present Perfect* (Perfect) tense which denotes that the action of the verb is *complete* at the time of speaking.

EXAMPLE: I *have finished* my lesson. (Action complete at the present time.) She *has spoken* well. (Action complete at the present time.)

(2) The *Past Perfect* (Pluperfect) which denotes that the action was *completed* at some time in the past.

EXAMPLE: He *had finished* his lesson in the morning. (Action completed in past time.) They *had fought* four hours. (Action completed in past time.)

(3) The FUTURE PERFECT tense denotes that the action *will be completed* at some future time.

EXAMPLES: When I see you again, I *shall have heard* from John. (Action completed at some future time.)

They *will have fought* four years tomorrow. (Action completed at some future time.)

107. VOICE OF VERBS.

VOICE is that property of verbs which indicates whether the subject *acts* or is *acted upon*.

There are *two* voices, ACTIVE and PASSIVE.

The subject of the verb in the active voice, denotes the *person* or *thing performing* the action.

EXAMPLES: The *crew sent out* a signal.

I mailed your letter.

The *men caught* a shark.

The subject of the verb in the passive voice, denotes the *person* or *thing acted upon*.

EXAMPLES: The *crew was rescued* by the flagship, C4.

Your *letter was mailed* by me.

The *shark was caught* by the men.

108. MOOD OF VERBS.

The MOOD of verbs shows the *manner* in which the action or state is expressed.

There are THREE moods:

(1) The INDICATIVE mood is the mood of *simple assertions* or *interrogations*; it is sometimes used in *other* constructions as well.

(2) The IMPERATIVE mood is the mood of *commands* or *requests*.

(3) The SUBJUNCTIVE mood is the mood of *wishes*, *exhortations*, *conditions*, etc.

EXAMPLES: The Ocean *is* calm. (Indicative mood.)
Is the Ocean calm? (Indicative mood.)

NOTE.—The *Indicative* is used in all statements, or questions which concern *matters of fact*; it is also used in matters of *command, request, desire, doubt, supposition or concession*.

EXAMPLES: They *shall return* here at once. (Command.)

Will you *grant* me a leave of absence?
(Request.)

I hope that you *will have* a pleasant time. (Desire.)

I fear that the ship *is* lost. (Doubt.)

If the shell *bursts*, the fight is on. (Supposition.)

Though they are our neighbors, we do not see them very often. (Concession.)

The INDICATIVE is also used in EXCLAMATIONS:

How pretty she *is*!

What a lovely picture that makes!

109. THE IMPERATIVE MOOD.

The IMPERATIVE mood is the mood of *commands or requests*.

EXAMPLES: *Ring* the bell.

Repeat this exercise.

Turn to the right.

Knock again.

Come!

110. THE SUBJUNCTIVE MOOD.

(For the uses of the subjunctive, see 145, 164, 173, 174, 182.)

111. THE PARTICIPLE.

The PARTICIPLE is a form of the verb WITHOUT SUBJECT, resembling an *adjective*, and expressing action or state by *limiting* or *describing* a *substantive*.

There are THREE participles: PRESENT, PAST and PERFECT.

The PRESENT PARTICIPLE ends in ING. It describes some action as taking place at the *same* time as some other.

EXAMPLES: *Running* down the hill, he stumbled and fell.

Obeying the Captain's order, the company retreated.

Their house is situated on a terrace *overlooking* the Hudson River.

In the *first* sentence above, the action expressed by the participle, "running," takes place at the *same* time as the action expressed by the *compound predicate*, "stumbled and fell."

In the *second* sentence the action expressed by the participle, "obeying," is a *little previous* to that expressed by the verb "retreated."

In the *third* sentence, the participle, "overlooking," expresses the *state* of the "house."

EXERCISE: Write three sentences containing present participles *similar* to the above and explain the *action* of each.

112. THE PAST PARTICIPLE of a *regular* or *weak* verb ends in ED, D or T. It has the SAME FORM as the PAST TENSE.

EXAMPLES:

Past Tense.

Past Participle.

I *locked* the door.

The door is *locked*.

He *asked* a question.

The question is *asked*.

She *washed* the windows.

The windows are *washed*.

We *collected* the money.

The money is *collected*.

113. (The endings of the past participle of irregular or strong verbs will be taken up under "Principal parts of irregular verbs.")

114. THE PERFECT PARTICIPLE, also known as the PHRASAL PERFECT, is formed by prefixing "having" to the Past Participle.

The PASSIVE PHRASAL PERFECT is formed by prefixing "having been" to the Past Participle.

EXAMPLES:

ACTIVE.

PASSIVE.

Having locked the door,
I went out.

Having been locked, the
door could not be opened.

Having asked a question,
he wrote down the reply.

The question, *having been
asked*, was not repeated.

Having washed the win-
dows, she went away.

Having been washed, the
windows glistened.

Having collected the
money, we were happy.

Having been collected,
the money was divided.

115. VERBAL NOUNS ENDING IN ING.

VERBAL nouns *must not be confused* with *participles*.

EXAMPLES: *Speaking* in French, he made a great impression. (PARTICIPLE *modifying* the pronoun "he.")

Speaking in school is advantageous to the pupil. (VERBAL NOUN used as *subject* of the verb "is.")

They encourage *speaking* at this school. (VERBAL NOUN used as *direct object* of "encourage.")

Grace is good at *speaking*. (VERBAL NOUN used as *object* of the preposition "at.")

116. EXERCISE: Write *four* sentences containing the *past tense*. *Change them* so that they will be sentences containing the *past participle*. (Regular verbs only.)

Write *four* sentences containing the *phrasal perfect, active*. *Change them* so that they will be the *phrasal perfect, passive*.

Show the *difference* between *verbal nouns* and *participles*. Write *two* sentences containing *verbal nouns* as (1) *subject*; (2) as *direct object*; (3) as *direct object of prepositions*.)

117. THE INFINITIVE.

The *Infinitive* is a *form* of the verb, *without person or number*, and *resembling a noun*. The preposition, "to," which usually precedes it, is called the "sign of the infinitive."

The Infinitive has *two* tenses: *present* and *perfect*, (Past).

118. THE PRESENT Infinitive is the SIMPLEST FORM.

EXAMPLES: to teach, to send, to look, to trust, etc.

The PERFECT Infinitive (Past) is formed by prefixing the *present infinitive* of the *auxiliary verb*, *have*, to the *past participle*.

EXAMPLES: to have taught; to have sent; to have looked; to have trusted, etc.

119. USES OF THE INFINITIVE.

(1) AS SUBJECT.

To swim is good exercise.

To borrow is a bad habit.

To play well is an accomplishment.

(2) AS PREDICATE NOMINATIVE.

His idea is *to start* Monday.

Our usual way is *to walk* along the shore.

The custom is *to remain* seated during the prelude.

To retreat now is *to acknowledge* defeat.

(Here we have infinitive subject and infinitive predicate nominative.)

(3) AS OBJECT OF PREPOSITION.

They are about *to leave* for London.

There was nothing to do but *dance*. (to understood)

We agree to everything except *run*. (to understood)

- (4) AS MODIFIER OF ADJECTIVE. (Adverbial modifiers.)

They were anxious *to go*.

We are proud *to acknowledge* it.

I shall be glad *to see* you.

- (5) AS MODIFIER OF NOUNS. (Adjective modifiers.)

His ambition *to rise* is evident.

Their desire *to help* the cause is keenly appreciated.

120. COMPLEMENTARY INFINITIVE.

An Infinitive may *complete the meaning of the verb*.

EXAMPLES: We all wish *to thank* you.

The shells began *to burst*.

We had *to fight* hand to hand.

The horses started *to run*.

121. An Infinitive may express *purpose*.

EXAMPLES: He went away *to fight* for his country.

They ran *to catch* the train.

I listened *to hear* what was the matter.

She sang *to please* the soldiers.

122. THE CONJUGATION OF A VERB.

The INFLECTION of a verb is called its CONJUGATION.

To CONJUGATE a verb is to *inflect* it. (35)

CONJUGATION of the VERB TO BE.

INDICATIVE MOOD.

PRESENT TENSE.

Singular.

Plural.

(1) I am.

We are.

(2) Thou art.

You are.

(3) He, she, it is.

They are.

PAST TENSE. (Imperfect).

- | | |
|----------------------|------------|
| (1) I was. | We were. |
| (2) Thou wast. | You were. |
| (3) He, she, it was. | They were. |

FUTURE TENSE.

- | | |
|--------------------------|---------------|
| (1) I shall be. | We shall be. |
| (2) Thou wilt be. | You will be. |
| (3) He, she, it will be. | They will be. |

PERFECT. (Present Perfect).

- | | |
|---------------------------|-----------------|
| (1) I have been. | We have been. |
| (2) Thou hast been. | You have been. |
| (3) He, she, it has been. | They have been. |

PLUPERFECT. (Past Perfect).

- | | |
|---------------------------|----------------|
| (1) I had been. | We had been. |
| (2) Thou hadst been. | You had been. |
| (3) He, she, it had been. | They had been. |

FUTURE PERFECT TENSE.

- | | |
|---------------------------------|----------------------|
| (1) I shall have been. | We shall have been. |
| (2) Thou wilt have been. | You will have been. |
| (3) He, she, it will have been. | They will have been. |

SUBJUNCTIVE MOOD.

PRESENT TENSE.

*Singular.**Plural.*

- | | |
|------------------------|-------------|
| (1) If I be. | If we be. |
| (2) If thou be. | If you be. |
| (3) If he, she, it be. | If they be. |

PAST TENSE. (Imperfect).*

- | | |
|--------------------------|---------------|
| (1) If I were. | If we were. |
| (2) If thou wert. | If you were. |
| (3) If he, she, it were. | If they were. |

PERFECT. (Present Perfect).

- | | |
|-------------------------------|--------------------|
| (1) If I have been. | If we have been. |
| (2) If thou have been. | If you have been. |
| (3) If he, she, it have been. | If they have been. |

PLUPERFECT. (Past Perfect).

- | | |
|------------------------------|-------------------|
| (1) If I had been. | If we had been. |
| (2) If thou hadst been. | If you had been. |
| (3) If he, she, it had been. | If they had been. |

IMPERATIVE MOOD.

PRESENT TENSE.

Singular and Plural.

Be thou or you.

INFINITIVE.

Present, to be. Perfect, to have been.

PARTICIPLES.

Present, being. Past, been. Perfect. (Phrasal Perfect), having been.

123. CONJUGATION OF THE VERB, HEAR.

ACTIVE VOICE.

INDICATIVE MOOD.

PRESENT TENSE.

*Singular.**Plural.*

- | | |
|-------------------------------|------------|
| (1) I hear. | We hear. |
| (2) Thou hearest, (YOU hear). | You hear. |
| (3) He, she, it hears. | They hear. |

PAST TENSE. (Imperfect).

- | | |
|--------------------------------|-------------|
| (1) I heard. | We heard. |
| (2) Thou heardest. (You heard) | You heard. |
| (3) He, she, it heard. | They heard. |

FUTURE TENSE.

- | | |
|-------------------------------------|-----------------|
| (1) I shall hear. | We shall hear. |
| (2) Thou wilt hear. (You will hear) | You will hear. |
| (3) He, she, it will hear. | They will hear. |

PERFECT. (Present Perfect).

- | | |
|---------------------------------------|------------------|
| (1) I have heard. | We have heard. |
| (2) Thou hast heard. (You have heard) | You have heard. |
| (3) He, she, it has heard. | They have heard. |

PLUPERFECT. (Past Perfect).

- | | |
|---------------------------------------|-----------------|
| (1) I had heard. | We had heard. |
| (2) Thou hadst heard. (You had heard) | You had heard. |
| (3) He, she, it had heard. | They had heard. |

FUTURE PERFECT TENSE.

- | | |
|---|-----------------------|
| (1) I shall have heard. | We shall have heard. |
| (2) Thou wilt have heard. (You will have heard) | You will have heard. |
| (3) He, she, it will have heard. | They will have heard. |

NOTE.—The word “if” has no part in the conjugation; there are more “if” clauses in the subjunctive mood than in any other; for this reason it is added.

124. SUBJUNCTIVE MOOD.

PRESENT TENSE.

*Singular.**Plural.*

- | | |
|---------------------------------|---------------|
| (1) If I hear. | If we hear. |
| (2) If thou hear. (If you hear) | If you hear. |
| (3) If he, she, it hear. | If they hear. |

PAST TENSE. (Imperfect).

- | | |
|--------------------------------------|----------------|
| (1) If I heard. | If we heard. |
| (2) If thou heard. (If you
heard) | If you heard. |
| (3) If he, she, it heard. | If they heard. |

PERFECT. (Present Perfect).

- | | |
|--|---------------------|
| (1) If I have heard. | If we have heard. |
| (2) If thou have heard. (If
you have heard) | If you have heard. |
| (3) If he, she, it have heard. | If they have heard. |

PLUPERFECT. (Past Perfect).

- | | |
|--|--------------------|
| (1) If I had heard. | If we had heard. |
| (2) If thou hadst heard. (If
you had heard) | If you had heard. |
| (3) If he, she, it had heard. | If they had heard. |

125. IMPERATIVE MOOD.

PRESENT TENSE.

Singular and Plural.

Hear thou or you.

126. INFINITIVE.

Present.

To hear.

Perfect.

To have heard.

127. PARTICIPLE.

PRESENT.	PAST.	PERFECT. (Phrasal Perfect).
Hearing.	Heard.	Having heard.

128. PASSIVE VOICE.

INDICATIVE MOOD.

PRESENT TENSE.

Singular.

Plural.

- | | |
|-------------------------------------|-----------------|
| (1) I am heard. | We are heard. |
| (2) Thou art heard. (You are heard) | You are heard. |
| (3) He, she, it is heard. | They are heard. |

PAST TENSE. (Imperfect).

- | | |
|---------------------------------------|------------------|
| (1) I was heard. | We were heard. |
| (2) Thou wast heard. (You were heard) | You were heard. |
| (3) He, she, it was heard. | They were heard. |

FUTURE TENSE.

- | | |
|---|---------------------|
| (1) I shall be heard. | We shall be heard. |
| (2) Thou wilt be heard. (You will be heard) | You will be heard. |
| (3) He, she, it will be heard. | They will be heard. |

PERFECT. (Present Perfect).

- | | |
|---|-----------------------|
| (1) I have been heard. | We have been heard. |
| (2) Thou hast been heard. (You have been heard) | You have been heard. |
| (3) He, she, it has been heard. | They have been heard. |

PLUPERFECT. (Past Perfect).

- | | |
|---|----------------------|
| (1) I had been heard. | We had been heard. |
| (2) Thou hadst been heard. (You had been heard) | You had been heard. |
| (3) He, she, it had been heard. | They had been heard. |

FUTURE PERFECT TENSE.

- | | |
|---------------------------------------|----------------------------|
| (1) I shall have been heard. | We shall have been heard. |
| (2) Thou wilt have been heard. | You will have been heard. |
| (You will have been heard) | |
| (3) He, she, it will have been heard. | They will have been heard. |

129. SUBJUNCTIVE MOOD.

PRESENT TENSE.

*Singular.**Plural.*

- | | |
|---|-------------------|
| (1) If I be heard. | If we be heard. |
| (2) If thou be heard. (If you be heard) | If you be heard. |
| (3) If he, she, it be heard. | If they be heard. |

PAST TENSE. (Imperfect).

- | | |
|---|---------------------|
| (1) If I were heard. | If we were heard. |
| (2) If thou wert heard. (If you were heard) | If you were heard. |
| (3) If he, she, it were heard. | If they were heard. |

PERFECT. (Present Perfect).

- | | |
|---|--------------------------|
| (1) If I have been heard. | If we have been heard. |
| (2) If thou have been heard. (If you have been heard) | If you have been heard. |
| (3) If he, she, it have been heard. | If they have been heard. |

PLUPERFECT. (Past Perfect).

- | | |
|---|-------------------------|
| (1) If I had been heard. | If we had been heard. |
| (2) If thou hadst been heard. (If you had been heard) | If you had been heard. |
| (3) If he, she, it had been heard. | If they had been heard. |

130. IMPERATIVE MOOD.

PRESENT TENSE.

Singular and Plural.

Be thou or you heard.

131. INFINITIVE.

PRESENT.

To be heard.

PERFECT. (Past).

To have been heard.

132. PARTICIPLE.

PRESENT.

Being heard.

PAST.

Heard.

PERFECT. (Phrasal Perfect).

Having been heard.

133. PROGRESSIVE CONJUGATION.

The PROGRESSIVE form of a tense represents the action or state of the verb *as going on or continuing* at the time referred to. It is a *verb-phrase* composed of some form of the verb *to be*, added to the *present participle* of the main verb.

The following conjugation is a *synopsis* of the *irregular verb, to find*, in the *first person, singular number, active and passive voice*.

INDICATIVE MOOD, ACTIVE VOICE.

PRESENT. I *find*, I *do find*, I *am finding*.PAST. (Imperfect). I *found*, I *did find*, I *was finding*.FUTURE. I *shall find*, I *shall be finding*.PERFECT. (Present Perfect). I *found*, I *have found*, I *have been finding*.PLUPERFECT. (Past Perfect). I *had found*, I *had been finding*.FUTURE PERFECT. I *shall have found*, I *shall have been finding*.

PASSIVE VOICE.

PRESENT. *I am found, I am being found.*PAST. (Imperfect). *I was found, I was being found.*FUTURE. *I shall be found.*PERFECT. (Present Perfect). *I was found, I have been found.*PLUPERFECT. (Past Perfect). *I had been found.*FUTURE PERFECT. *I shall have been found.*

SUBJUNCTIVE MOOD, ACTIVE VOICE.

PRESENT. *I find, I be finding.*PAST. (Imperfect). *I found, I were finding.*PERFECT. (Present Perfect). *I have found, I have been finding.*PLUPERFECT. (Past Perfect). *I had found, I had been finding.*

PASSIVE VOICE.

PRESENT. *I be found, I be being found.*PAST. (Imperfect). *I were found, I were being found.*PERFECT. (Present Perfect). *I have been found.*PLUPERFECT. (Past Perfect). *I had been found.*

134. IMPERATIVE MOOD.

ACTIVE VOICE.

PRESENT TENSE. *find, do find, be finding, do be finding.*

PASSIVE VOICE.

PRESENT TENSE. *do be found, be found.*

135. INFINITIVES.

ACTIVE.

PRESENT. *to find, to be finding.*PERFECT. *to have found, to have been finding.*FUTURE. *to be about to find, to be about to be finding.*

PASSIVE.

PRESENT. *to be found.*PERFECT. *to have been found.*FUTURE. *to be about to be found.*

136. PARTICIPLES.

ACTIVE.

PASSIVE.

PRESENT. *finding.**being found.*PAST. *found.**found.*PHRASAL PERFECT. *having found. having been found.*NOTE.—The GERUND has the same forms as the participle, but its *use* in the sentence is different.

EXAMPLES: GERUND,—Praying for peace is their only desire. (Substantive and verb.)

PARTICIPLE,—*Praying* for peace, the soldier knelt beside the ruined altar. (Adjective and verb.)The GERUND is the *same* as the Verbal Noun.137. Compare the Progressive Conjugation with *each* of the others given. Complete the *entire* conjugation of the verb “find” in the *progressive* form.

138. PRINCIPAL PARTS OF VERBS.

The PRINCIPAL PARTS of a verb are (1) the *first person singular of the present tense*, (2) the *first person singular of the past tense*, (3) the *past participle*.

EXAMPLES.

PRESENT.

PAST.

PAST PARTICIPLE.

talk,

talked,

talked.

look,

looked,

looked.

think,

thought,

thought.

find,

found,

found.

sink,

sank,

sank.

make,

made,

made.

It has been learned that the PAST PARTICIPLE of REGULAR or WEAK verbs ends in ED, D or T. The forms of irregular verbs must be memorized as there is *no* regular rule. The proper form of any past participle will always be the verb used after "I have."

The following is a list of the principal parts of regular and irregular verbs. The verbs in italics are regular; all others are irregular.

PRESENT TENSE.	PAST TENSE.	PAST PARTICIPLE.
----------------	-------------	------------------

abide,	abode,	abode.
arise,	arose,	arisen.
awake,	awoke, (<i>awaked</i>)	<i>awaked</i> .
bear, (carry)	bore,	borne, born.

(When "bear" means to bring forth, "born" is the past part.)

beat,	beat,	beaten.
beget,	begot,	begotten.
	begat,	begot.
begin,	began,	begun.
behold,	beheld,	beheld.
bid,	bade,	bidden.
<i>bid,</i>	<i>bid,</i>	<i>bid.</i>
bite,	bit,	bitten.
<i>bleed,</i>	<i>bled,</i>	<i>bled.</i>
blow,	blew,	blown.
<i>breed,</i>	<i>bred,</i>	<i>bred.</i>
<i>bring,</i>	<i>brought,</i>	<i>brought.</i>
<i>build,</i>	<i>built,</i>	<i>built.</i>
<i>buy,</i>	<i>bought,</i>	<i>bought.</i>
<i>cast,</i>	<i>cast,</i>	<i>cast.</i>
<i>catch,</i>	<i>caught,</i>	<i>caught.</i>

PRESENT TENSE.	PAST TENSE.	PAST PARTICIPLE.
chide,	chid,	chidden.
choose,	chose,	chosen.
cling,	clung,	clung.
come,	came,	come.
cost,	cost,	cost.
<i>creep,</i>	<i>crept,</i>	<i>crept.</i>
<i>cut,</i>	<i>cut,</i>	<i>cut.</i>
<i>deal,</i>	<i>dealt,</i>	<i>dealt.</i>
dig,	dug,	dug.
draw,	drew,	drawn.
drink,	drank,	drunk.
drive,	drove,	driven.
<i>dwelt,</i>	<i>dwelt,</i>	<i>dwelt.</i>
eat,	ate,	eaten.
fall,	fell,	fallen.
<i>feed,</i>	<i>fed,</i>	<i>fed.</i>
<i>feel,</i>	<i>felt,</i>	<i>felt.</i>
fight,	fought,	fought.
<i>flee,</i>	<i>fled,</i>	<i>fled.</i>
fling,	flung,	flung.
fly,	flew,	flown.
forbear,	forbore,	forborne.
forget,	forgot,	forgotten.
forsake,	forsook,	forsaken.
freeze,	froze,	frozen.
get,	got,	got.
give,	gave,	given.
go,	went,	gone.
grow,	grew,	grown.
<i>have,</i>	<i>had,</i>	<i>had.</i>
<i>hear,</i>	<i>heard,</i>	<i>heard.</i>

PRESENT TENSE.	PAST TENSE.	PAST PARTICIPLE.
hide,	hid,	hidden.
hold,	held,	held.
<i>keep,</i>	<i>kept,</i>	<i>kept.</i>
know,	knew,	known.
lay,	<i>laid,</i>	<i>laid.</i>
<i>lead,</i>	<i>led,</i>	<i>led.</i>
learn,	<i>learned,</i>	<i>learned, learnt.</i>
leave,	<i>left,</i>	<i>left.</i>
lend,	<i>lent,</i>	<i>lent.</i>
lie, (recline)	lay,	lain.
light,	<i>lighted</i> or <i>lit,</i>	<i>lighted</i> or <i>lit.</i>
make.	<i>made,</i>	<i>made.</i>
mean,	<i>meant,</i>	<i>meant.</i>
ride,	rode,	ridden.
ring,	rang,	rung.
rise,	rose,	risen.
run,	ran,	run.
say,	said,	said.
see,	saw,	seen.
shake,	shook,	shaken.
shine,	shone,	shone.
<i>shoe,</i>	<i>shod,</i>	<i>shod.</i>
<i>show,</i>	<i>showed,</i>	shown.
shrink,	shrank,	shrunk.
sing,	sang,	sung.
<i>sleep,</i>	<i>slept,</i>	<i>slept.</i>
smite,	smote,	smitten.
speak,	spoke,	spoken.
spin,	spun,	spun.
spring,	sprang,	sprung.
stave,	stove, <i>staved,</i>	stove, <i>staved.</i>

PRESENT TENSE.	PAST TENSE.	PAST PARTICIPLE.
steal,	stole,	stolen.
sting,	stung,	stung.
<i>strew,</i>	<i>strewed,</i>	strewn.
swear,	swore,	sworn.
swim,	swam,	swum.
swing,	swung,	swung.
take,	took,	taken.
<i>teach,</i>	<i>taught,</i>	<i>taught.</i>
tear,	tore,	torn.
<i>tell,</i>	<i>told,</i>	<i>told.</i>
throw,	threw,	thrown.
tread,	trod,	trodden.
wake,	woke, <i>waked,</i>	woke, <i>waked.</i>
wear,	wore,	worn.
weave,	wove,	woven.
write,	wrote,	written.

NOTE.—This is merely a list of a *few* regular and irregular verbs. Verbs such as bring, feed, lay, kneel, make, shoe, tell, etc., are called IRREGULAR WEAK VERBS.

There is no decided rule for the formation of the past tense or past participle of an irregular verb. The following changes, however, frequently appear, and will offer a guide.

(1) Many irregular verbs form their past tense by changing the vowel of the present tense, as,—*choose*, *chose*, *run*, *ran*, etc.

(2) The past participle, if it has a suffix, often ends in EN or N, as,—*drive*, *drove*, *driven*; *speak*, *spoke*, *spoken*; *arise*, *arose*, *arisen*, etc.

(3) The past participle may have the principal vowel the same as that of the root form or present tense, as,—*burst, burst, burst*, etc.

Many irregularities occur among *both* strong and weak verbs and the best way to learn them is to *memorize* as many as possible.

The following verbs may have ED, D or T in the past tense and past participle, as,—*dreamed, dreamt; kneeled, knelt; knit, knitted; burned, burnt; smelled, smelt; learned, learnt; blessed, blest; sped, speeded; curst, cursed; dressed, drest; girded, girt; penned, pent*.

Some verbs have what is known as ARCHAIC forms for their past participle, as,—*spake, gat, drave, bended, builded*, etc.

139. EXERCISE. Give the principal parts of each of the following verbs and tell to what *class* they belong: *bend, beseech, bite, break, grind, hang, hit, lose, meet, pay, seek, sell, send, shake, sink, spend, spread, stand, stride, strive, think, wind*.

Give a *synopsis* of the verb *call*, in the *third person, singular, active* and *passive*.

Give a *synopsis* of the verb *see*, in the *first person, plural, active* and *passive*.

Conjugate the following verbs: *come, go, do, lie, lay, ride, ask, learn, teach, take, tear, write, swim, run*.

140. USES OF THE PASSIVE VOICE.

ACTIVE VOICE.

The birds ate the corn.

PASSIVE VOICE.

The corn was eaten by the birds.

ACTIVE VOICE.

The boys found a nest.

James sent a telegram.

The tenor sang a solo.

PASSIVE VOICE.

A nest was found by the boys.

A telegram was sent by James.

A solo was sung by the tenor.

It will be seen in these sentences that in *changing* from the active to the passive voice, the *object* of the active verb becomes the *subject* of the passive, and the subject of the active verb becomes in the passive the *object* of the preposition *by* which modifies the verb, i. e.,—it has the *property* of an *adverb*.

141. Intransitive verbs are commonly used in the active voice only.

EXAMPLES: The lions *roared*.

The wind *blew*.

The child *cried*.

142. ACTIVE VOICE.

We called her a friend.

The boys named Jack the captain.

We thought him nervous.

PASSIVE VOICE.

She was called a friend.

Jack was named captain by the boys.

He was thought nervous.

Explain all the *changes* in the above sentences.

143. ACTIVE VOICE.

The Browns sold me this house.

Her cousin gave her a ring.

PASSIVE VOICE.

This house was sold me by the Browns.

A ring was given her by her cousin.

Explain the *differences* in each of these sentences.

144. ACTIVE VOICE.

PASSIVE VOICE.

(Retained Object.)

We gave them another turn. They were given another turn.

They allowed him some fruit. He was allowed some fruit.

He told us his history. We were told his history.

Explain, likewise, the *changes* in the above sentences.

145. THE SUBJUNCTIVE MOOD. (Mode)

The SUBJUNCTIVE is used to express a *wish*, or, a *prayer*.

EXAMPLES: God *forbid*!

 Heaven *help* us!

 God *bless* you and *keep* you!

 O that I *were* king!

 Would that she *were* in this land!

 May he *please* you always!

146. The SUBJUNCTIVE is used as a *supposition* after *though* and *although*.

EXAMPLES: Though he *be* my enemy, I will pray for him.

 Although she *were* to ask me now, I should not answer.

147. The SUBJUNCTIVE is used in *conditions*.

EXAMPLES: *Had* I been there, I could have told you.

 If I *were* asked, I should tell the whole truth.

 If they *be* there or not, I will go anyway.

 He acts as if he *were* tired.

 It looks as though it *were* clearing.

148. The SUBJUNCTIVE is used to express what *would be*, or, *what would have been*.

EXAMPLES: It *were* wiser to start early.

He *had been* clever had he discovered the ruse.

149. The SUBJUNCTIVE is used after *lest*, *until*, *that*, etc.

EXAMPLES: Beware lest he *cheat* you.

Suppose we remain until she *come*.

Prepare that they *run* not.

150. The SUBJUNCTIVE in verb-phrases such as *had better*, *had rather*, *had as lief*, etc.

EXAMPLES: I *had better* go to-day.

She *had rather* go than stay.

They *had as lief* remain.

151. MODAL AUXILIARIES.

Auxiliary verbs which form verb-phrases of *ability*, *necessity*, *obligation* or *possibility* are called MODAL AUXILIARIES.

Such verb-phrases are called POTENTIAL VERB-PHRASES. These verbs are *may*, *can*, *must*, *might*, *could*, *would* and *should*.

EXAMPLES: You *may ask* permission.

I *can sail* a boat.

He *must live* his own life.

That *must be* her father.

She *might say*, "Yes."

He *could sing* if they would allow him.

I *should like* to see you.

We *should consider* it a favor.

152. THE POTENTIAL MOOD.

ACTIVE VOICE.

PRESENT TENSE.

*Singular.**Plural.*

- | | |
|---------------------------|----------------|
| (1) I may hear. | We may hear. |
| (2) Thou mayst hear. | You may hear. |
| (3) He, she, it may hear. | They may hear. |

PAST TENSE.

- | | |
|-----------------------------|------------------|
| (1) I might hear. | We might hear. |
| (2) Thou mightst hear. | You might hear. |
| (3) He, she, it might hear. | They might hear. |

PRESENT TENSE. (Present Perfect).

- | | |
|---------------------------------|----------------------|
| (1) I may have heard. | We may have heard. |
| (2) Thou mayst have heard. | You may have heard. |
| (3) He, she, it may have heard. | They may have heard. |

PLUPERFECT. (Past Perfect).

- | | |
|-----------------------------------|------------------------|
| (1) I might have heard. | We might have heard. |
| (2) Thou mightst have heard. | You might have heard. |
| (3) He, she, it might have heard. | They might have heard. |

PASSIVE VOICE.

PRESENT TENSE.

- | | |
|-------------------------------|--------------------|
| (1) I may be heard. | We may be heard. |
| (2) Thou mayst be heard. | You may be heard. |
| (3) He, she, it may be heard. | They may be heard. |

PAST TENSE.

- | | |
|-----------------------|--------------------|
| (1) I might be heard. | We might be heard. |
| (2) | |
| (3) | |

PERFECT. (Present Perfect).

(1) I may have been heard. We may have been heard.

(2)

(3)

PLUPERFECT. (Past Perfect).

(1) I might have been heard. We might have been heard.

(2)

(3)

153. EXERCISE: Fill in the dotted spaces above.

The verb, *ought*, also expresses *obligation* or *propriety*.

EXAMPLES: You *ought to know* better.You *ought to have known* better.They *ought to be punished*.They *ought to have been punished*.

Notice that "ought" with the present infinitive denotes *present* time; with the perfect infinitive it denotes *past* time.

Had should *not* be used with *ought* as an auxiliary.

She *ought to go* home; *not*, she *had ought*, etc.

154. EXERCISE: Write a sentence in which *can* indicates *possibility*; one in which *can* indicates *ability*.

Write a sentence in which *may* indicates *permission*.

Write a sentence in which *may* indicates *possibility*.

Write a sentence in which *must* indicates *necessity*.

Write a sentence in which *must* indicates *obligation*.

(Remember that *could* is the past tense of *can*.)

155. PARSING A VERB.

TO PARSE A VERB, the following points must be given :

- (1) *Class-transitive or intransitive, complete or linking.*
- (2) *Principal parts.*
- (3) *Voice.*
- (4) *Mood.*
- (5) *Tense.*
- (6) *Person.*
- (7) *Number.*
- (8) *Subject.*

CHAPTER VIII.

Clauses.

156. A CLAUSE is a group of words in a sentence that contains *subject* and *predicate*. A sentence may have *several* clauses.

Clauses are divided in *three* classes : ADJECTIVE, ADVERBIAL and NOUN Clauses.

A SUBORDINATE clause is a clause that is used as a part of speech.

An ADJECTIVE clause is a *subordinate* (dependent) clause that modifies a *noun* or *substantive*.

Adjective clauses may be introduced by (1) *relative pronouns*, or, (2) *relative adverbs* of TIME or PLACE.

EXAMPLES : A man *that is always alert* is successful.
(An alert man.)

The towns *where there was destruction*
were visited first. (Devastated towns.)

Days *when the sun shines* are welcome.
(Sunny days.)

Which sentence contains the relative pronoun?

Which sentence contains a relative adverb of time?
Of place?

157. An ADVERBIAL clause is a *subordinate* (dependent) clause that modifies a *verb*, or, *serves* as an *adverbial modifier*.

EXAMPLES: They came *while we were at the table*.
(At dinner hour.)

They spoke *before we arrived*. (In the morning.)

We go abroad *when summer comes*.
(Annually.)

158. Adverbial clauses are also introduced by (1) *subordinate conjunctions*, (2) by *relative or interrogative pronouns*, (3) by *relative adverbs*.

EXAMPLES: I will go *because they urged me*.

We drove farther *than we intended*.
(Adverbial clause introduced by the subordinate conjunction "than" and modifying the adverb "farther.")

They are undecided *which route is better*. (Adverbial clause introduced by the interrogative adjective, "which" and modifying "undecided.")

They are undecided *which is better*.
(Adverbial clause introduced by the interrogative pronoun "which" and modifying "undecided.")

In the first sentence, what does the subordinate conjunction, "because" modify?

159. A clause that is USED AS A NOUN is called a NOUN CLAUSE.

Noun clauses may be used as (1) *subject*; (2) *appositive*; (3) *direct object* of a *transitive verb*; (4) *predicate nominative*.

EXAMPLES: *That she should have come* surprised me. (*Subject.*)

The fact *that he was better* encouraged them. (*Apposition* with "fact.")

We know *that the train is late*. (*Direct object* of "know.")

My desire is *that we make an effort*. (*Predicate nominative.*)

Noun clauses may be introduced by (1) *subordinate conjunctions*, (2) by *interrogative pronouns*, (3) by *interrogative adverbs*.

EXERCISE: Write a sentence containing a noun clause introduced by each of the above (1), (2), (3).

A noun clause is sometimes used as the *object* of a *preposition*.

EXAMPLES: There was no excuse *except that they were ill*.

There was no remark *but that he was in difficulty*.

A noun clause may be in *apposition* with "it."

EXAMPLES: It is true *that the boys are safe*.

It was apparent *that they had won*.

A noun clause may be used as the RETAINED OBJECT of a *passive verb*. (144)

ACTIVE VOICE.

They asked him *if he could remain longer*.

He was asked *if he could remain longer*. (Retained object.)

I told him *that the battle was over*.

He was told *that the battle was over*. (Retained object.)

An INFINITIVE Clause consists of an infinitive with SUBJECT OBJECTIVE.

Infinitive Clauses are used as the OBJECTS OF VERBS of *wishing, commanding, believing, declaring*, etc.

EXAMPLES: He commanded *them to follow*.

The expression, "them to follow," is the object of the verb commanded. "Them" is the subject of the infinitive, "to follow," and is in the *objective* case.

I advised *her to go*.

They believe *him to be true*.

REPLACE EACH INFINITIVE CLAUSE by a “that”-clause and explain the change.

RULE: The *subject* of an infinitive is in the *objective*, (accusative) case. The PREDICATE PRONOUN after the verb, to be, takes the ACCUSATIVE case to AGREE with the SUBJECT of the infinitive.

EXAMPLES: We thought *it to be* him.

They knew the *officer to be him.*

In each of the following sentences, explain the use of “who” and “whom”:



A girl *whom* I thought to be worthy has failed me.
A girl *who*, I thought, was worthy, has failed me.
The man *whom* I believed to be him has not come.
The man *who*, I believed, was he, has not appeared.

161. An infinitive clause as the *object* of a *preposition*.
I called *for him to come*.

162. An infinitive clause may be used as *subject*, as *predicate nominative*.

For us to interfere would be unreasonable. (Subject.)

The order was *for the men to hasten their march*.
(Predicate nominative.)

163. KINDS OF SUBORDINATE CLAUSES.

(1) Clauses of TIME or PLACE.

EXAMPLES: The hour *when they arrived* was nearly mid-night.

The farm *where we were sent* is very beautiful.

The trench *from which we escaped* was taken by the enemy.

The moment *before you came* we were singing.

I will go *where they send me*.

They shall go *when they are sent*.

You may play *while I sew*.

The old well remains *where they once fought*.

Explain the clauses in the above sentences and tell whether they are *Adjective* or *Adverbial*. Give the reasons for your answer.

Tell also *by what* they are introduced and *what* they modify.

164. (2) CAUSAL and CONCESSIVE clauses.

CAUSAL clauses are dependent clauses of EXPLANATION. They may be introduced by the subordinate conjunctions *because, since, as*, sometimes *that*.

EXAMPLES: He is crying *because he hurt his knee*.
As it looks like rain, we shall not go.
Since you cannot walk, you must drive every day.

We were so happy *that he could be with us*.

Tell whether the above clauses are *adjective* or *adverbial* and *why*.

CONCESSIVE clauses are clauses (dependent) introduced by the subordinate conjunctions *though, although, even though* or *even if*.

EXAMPLES: *Though they sent the men to war*, they did not fight.

Although we trust them, we do not desire their co-operation.

RULE: The SUBJUNCTIVE is used after *though, although*, etc., to express an ADMISSION or CONCESSION, NOT AS A FACT, but as a SUPPOSITION.

EXAMPLES: *Though she were here*, I should not tell her.

Even if I were prepared, I should not go.

When the concession *is an admitted fact* the INDICATIVE is used.

EXAMPLES: Although this *is* June, the weather is cold.

Even if I *am* weak, I know that I am improving.

165. (3) PURPOSE clauses introduced by the subordinate conjunction *that* (so that, in order that, etc.).

We sent out the men *so that they might make a search*.

I will telegraph to-night *that you may hear the news*.

He died *that we might live*.

166. (4) RESULT clauses may be introduced by *so that*, or by *that*.

They were so pleased with his discovery *that they offered him a big sum*.

He has improved so much *that he can move his arm*.

We found them all well, *so that every one will be happy*.

167. Purpose and result clauses may be either *adverbial* or *substantive* clauses.

EXAMPLES: I propose *that we go to-day*. (Object.)

My proposition is *that we go to-day*. (Pred. Nom.)

The outcome was *that he was exonerated*. (Pred. Nom.)

It had this result, *that the general spirit was more pleasing*. (Appositive.)

In the above sentences, tell *which* clauses are *adverbial* and *which* *substantive*.

168. *Purpose* may be expressed by an *infinitive* clause.

EXAMPLES: The ship signaled *us to help them*.

We intended *them to bring a friend*.

How are these infinitive clauses of purpose used?

169. (5) *CONDITIONAL* clauses may be introduced by *if*, *or*, by *provided that*, *supposing*, or *on condition that*, etc.

A conditional sentence consists of *two* parts: the *subordinate adverbial* clause and the *conclusion* which may be *declarative*, *interrogative*, *imperative* or *exclamatory*.

EXAMPLES: *If you go to the city*, you will see the parade. (*Declarative*)

If we travel at night, when shall we arrive? (*Interrogative*)

Take this, *if you choose*. (*Imperative*)

How surprised they will be, *if we arrive to-night!* (*Exclamatory*)

170. KINDS OF CONDITIONS.

Conditional complex sentences are divided as follows:

PRESENT.

Neutral—Contrary to fact.

PAST.

Neutral—Contrary to fact.

FUTURE.

More vivid—Less vivid.

171. A condition is *NEUTRAL* when it implies *nothing* as to the truth or falsity of the supposed case.

A condition is CONTRARY to fact when it implies that the supposed case *is not* or *was not* true.

EXAMPLES: If the ship *is* in safely, many hearts are relieved. (Nothing implied, *neutral*.)

If the ship *were* in safely, many hearts would be relieved. (Supposed case is not a fact, *contrary to fact*.)

RULE: In a neutral present condition, the PRESENT INDICATIVE is used in the if-clause; in a neutral *past* condition, the IMPERFECT, PERFECT or PLUPERFECT may be used.

EXAMPLES: If this *is* the town of Adams, it is pretty.

If this *is* the town of Adams, you have lived in a pretty place.

If this *is* the town of Adams, you will have a pretty place to live in.

The sentences above are examples of PRESENT NEUTRAL.

PAST NEUTRAL.

If that *was* the town of Adams, it was pretty.

If that *was* the the town of Adams, why did you not like it?

If that *was* the town of Adams, stay there forever.

If they *have sent* us word, they have kept their promise.

If they *have sent* us word, shall you be relieved?

If they *had sent* us word, they must have worried.

NOTE.—It will be noted in the above sentences that, the *conclusion* is in any form that makes the proper sense.

172. CONDITIONS CONTRARY TO FACT.

In conditions contrary to fact, the IMPERFECT SUBJUNCTIVE is used in the *if*-clause to indicate PRESENT time; the PLUPERFECT to indicate PAST time.

EXAMPLES: If the news *were* true, we should not fear.

If my father *were* here now, I should be so happy.

If it *were* not raining, we should go to town.

If she *were* I, would she do the same?

If the news *had been* true, we should not have feared.

If they *had sent* us word, we should have heard before this.

If I *had departed* earlier, I might have been sorry.

173. FUTURE CONDITIONS; *more vivid, less vivid.*

A FUTURE CONDITION *more vivid* implies *nothing* as to the *probability* or *improbability* of the supposed case.

The PRESENT INDICATIVE is *common* in the *if*-clause and the *future* in the conclusion.

EXAMPLES: If it *is* pleasant to-morrow, I shall join you.

If he *goes* to college, he will profit by the higher learning.

(The *present subjunctive* is *sometimes* used in sentences such as,—If it be pleasant to-morrow, I etc., but it implies *greater* doubt.

A FUTURE CONDITION *less vivid* implies considerable *doubt*. It is used with *should* or *would* in both clauses.

EXAMPLES: If it *should be* pleasant to-morrow, I
should join you.

If he *should go* to college, he would
make good.

In each of these two sentences, in the if-clauses, the following expressions may be used: If it *were to be* pleasant, etc., or, if it *proved* pleasant, and, if he *were to go* to college, or, if he *went* to college.

174. (6) CLAUSES OF COMPARISON.

CLAUSES OF COMPARISON are introduced by *as if*, and, the subordinate conjunctions *as* and *than*.

The SUBJUNCTIVE is used after "as if."

EXAMPLES: She looks as if she *were* tired.

He walked as if he *were* lame.

I spoke as if I *had been* the president.

Henry is as old *as I*. (am)

I am as tall *as my son*. (is)

He is younger *than his sister*. (is)

I trust him more *than her*. (I do)

Give the *reasons* for the *case* of each of the *pronouns* used in the following sentences:

We are happier than *they*.

She is as handsome as *he*.

I am as tired as *you*.

They will write to her as often as *me*.

I shall see you sooner than *them*.

175. INDIRECT DISCOURSE.

A DIRECT QUOTATION consists of the *repetition* of a *remark* or *thought* in its *original* form.

EXAMPLES: He wrote, "I am having a fine time."
"There is a light in the distance," they
cried.
"You see," she said, "this is my only
opportunity."
"Hereafter," I said, "you must come
earlier."

In each of the above sentences, notice that the *exact* words of the speaker are repeated.

176. (7) An INDIRECT QUOTATION consists of the *repetition* of a *speech* or *thought* with a *slight change* in its original form.

An indirect quotation, when a statement, is a *subordinate clause* which depends upon verbs of *knowing*, *thinking*, *telling*, *saying* or *perceiving*, and, is introduced by the subordinate conjunction, *that*."

EXAMPLES: He wrote *that he was having a fine time*.
They called out *that there was a light in the distance*.
She said *that she saw this was her only opportunity*.
I said *that hereafter you must come earlier*.

Clauses used as above are in the "indirect discourse."

Remarks or thoughts repeated in their *original* form are in the "DIRECT DISCOURSE."

177. Statements in indirect discourse are used as *substantive* clauses and may have the following constructions:

(1) *Subject*, (2) *Object of verbs of thinking, know-*

ing, telling, etc., (3) *Predicate nominative*, (4) *Appositive*.

- (1) *That there was a light ahead* was reported by the captain.
- (2) She said *that this was her only opportunity*.
- (3) The report was *that there was a light ahead*.
- (4) The report, *that there was a light ahead*, was received with joy.

“That” may sometimes be omitted, as,—I said I was tired. He wrote he was having a fine time, etc.

178. TENSE in DIRECT and INDIRECT DISCOURSE.

Direct. I *am having* a fine time.

Indirect. He *wrote* that he *was having* a fine time.

Direct. He *has arrived*.

Indirect. He *said* that he *had arrived*.

Direct. Water *is* a noun.

Indirect. I *explained* that water *is* a noun. (A truth)

Notice the change in tense in the above sentences and tell what they are.

RULE: Whatever auxiliary (shall, will) is used in the direct discourse should be retained in the indirect discourse with a change of tense where necessary.

EXAMPLES: He writes, “I *shall* enlist.”

He writes that he *shall* enlist.

He said, “I *shall* enlist.”

He said that he *should* enlist.

Notice that *this rule holds true only* for the following change: When the *first* person with *shall* or *should* in *direct* discourse becomes the *second* or *third* person in *indirect* discourse.

You replied, "I *shall* enlist."

You replied that you *should* enlist.

179. (8) DIRECT and INDIRECT QUESTIONS.

A question expressed in the ACTUAL words of the speaker is called a DIRECT QUESTION.

An indirect question consists of the *repetition* of a question with a *change in form* of a *subordinate clause*.

EXAMPLES: He asked, "Are you going away?"

(*Direct*)

He asked *if I were going away*. (*Indirect*)

"What shall I do?" (*Direct*)

She asked *what she should do*. (*Indirect*)

"Which road shall I take?" (*Direct*)

The man wondered *which road he should take*. (*Indirect*)

Indirect questions depend upon verbs of *asking, thinking, doubting*, etc.

Direct and indirect questions may be introduced by (1) *interrogative pronouns or adjectives*, (2) by *interrogative adverbs*.

Indirect questions are also introduced by the subordinate conjunctions *if* and *whether*.

For the use of tenses, see 178.

180. Indirect Questions are used as *substantive clauses*.

These may be (1) *subject*, (2) *object of a verb of asking*, etc., (3) *predicate nominative*, (4) *appositive*, (5) *object of a preposition*.

Where we should go was the greatest question. (1)

We asked *what we should do*. (2)

The question was *what we should do*. (3)

The question *what we should do* was hard to decide. (4)

He was in doubt as to *where he should go*. (5)

He was doubtful *where he should go*. (Adverbial clause.) Why?

181. An indirect question may be introduced by an *interrogative pronoun* or *adverb* followed by an *infinitive*.

EXAMPLES: The question *is where to go*. (Where shall we go?)

Tell me *when to start*. (When shall I start?)

I was in doubt *how to start*.

Tell how *each* of these indirect questions is used.

182. After *if* or *whether*, the SUBJUNCTIVE is sometimes used in *indirect* questions.

I am uncertain *if that be* wise.

We wondered *whether the suggestion were* good.

I doubt *if she be* loyal.

183. In using *shall* or *should*, *will* or *would* in *indirect* questions we RETAIN the *same* auxiliary that is used in *direct* questions, with a SINGLE exception.

EXAMPLES: *Will* Arthur go to war?

Bob asked my father *if I should* go to war.

When the *third* person of the direct becomes the *first* person of the indirect, the change occurs.

CHAPTER IX.

Phrases.

184. A PHRASE is a group of words NOT containing a COMPLETE THOUGHT. A Phrase does not, therefore, have a subject or predicate.

Phrases may be classified as follows: (1) *Noun phrases*; (2) *Verb-phrases*; (3) *Adjective phrases*; (4) *Adverbial phrases*; (5) *Participial phrases*.

(1) A phrase used *as a noun* is called a NOUN PHRASE.

EXAMPLES: Cornell University.

The Museum of Natural History.

The League of Nations.

The President of the United States.

(2) A VERB-PHRASE is a group of words *used as a verb*. (16, 90)

EXAMPLES: He *is talking* too fast.

We *have walked* five miles.

(3) An ADJECTIVE PHRASE is a group of words *used as an adjective*.

EXAMPLES: This is a bar *of gold*. (Golden bar)

We are in a country *of hills and lakes*.

(Hilly and lakey)

The transport *with the first division* has arrived. (The first division transport)

(4) An ADVERBIAL PHRASE is a group of words *used as an adverb*.

EXAMPLES: We walked *over the ledge*.

Our friends arrived *in the evening*.

There is a bar *of gold on the table*.

Are they home *from the front*?

The game was played *with great zeal*.
My bungalow *of pines* has been rented
for the summer.

Name the phrases in the *third* and *sixth* sentences and tell how they are used.

Phrases are said to *modify* words.

Phrases used as the above, (3, 4,) are called prepositional phrases.

(5) PARTICIPIAL PHRASES.

As a participle *resembles* an *adjective* (111), and *modifies* a *substantive*, its *construction*, in the main, is *like that of an adjective*.

The *participle*, with the words which modify it and other words which are attached to it, form the *participial phrase*.

EXAMPLES: The girls, *playing tennis*, formed a pretty picture.

I heard the waves *dashing against the rocks*.

Telling me his history, he broke into tears.

Having found a shady spot, we sat down to rest.

Running with all his might, he made the goal in time.

Having prepared his lesson with great care before he went to school, the boy gave a perfect recitation.

We mused beside the *laughing* brook.

She lives a *wandering* life.

He has a *broken* arm.

Hoping to reach land before dusk, they all kept up good courage.

Working quietly, she accomplished a great deal.

185. Participles may be *modified by adverbs, adverbial phrases or adverbial clauses*.

A participle may take an *object*.

A participle may be used as an *adjective*.

RULE: A participle *must* have a *noun* or *substantive* to *modify*.

EXAMPLES: Missing the train, a general disorder occurred. (Correct this sentence.)

EXERCISE: *Explain the participles in the phrases above and parse each word.*

186. RULE. A SINGULAR VERB should be used after prepositional phrases of the following order:

A line of cadets was formed in the field.

One of the girls is here.

The price of these cars is high.

CHAPTER X.

Special Constructions.

187. SHOULD and WOULD in SUBORDINATE CLAUSES.

In subordinate clauses of PURPOSE and in ANTICIPATORY clauses, SHALL and SHOULD are used in all THREE persons.

EXAMPLES: I was determined that she *should* finish her work.

Every effort was made that he *should* be comfortable.

We were careful that they *should* sing well.

She tried her best that you *should* have a fair deal.

They postponed the meeting until he *should* arrive.

We trotted our horses as fast as we could to see the boys before they *should* leave.

I will try to aid you before the limited time *shall* pass.

188. In CONDITIONAL and CONCESSIVE clauses denoting FUTURE time DOUBTFULLY EXPRESSED, SHALL and SHOULD are used in all THREE persons.

EXAMPLES: The girls would be tired if they *should* row the boat all the way.

If he *should* go now, he would not find them.

What would result if they *should* not go?

Though she *should* repent, many would still dislike her.

Though Bob *should* not pass his examination, I *should* not worry about him.

Note the use of "will" and "would" to denote *desire* or *consent*.

I will do my part if they *will* do theirs.
Failure is impossible, if I *will* only make a greater effort.

If you *would* help him, they *would* appreciate your interest very much.

Whoever *will* tell us the secret, *will* receive a big reward.

“Will” or “would” are used when the concession is a *fact*. This rule applies only to the *second* and *third* persons.

Though you *will* find the problem difficult, you can do it.

Though she *will* be there, you will not see her.

Though the car *will* run, we shall walk.

189. THE SUBJUNCTIVE after statements of *volition*.

We resolve that the meeting *be held*.

I insist that he *go*.

The will provides that the children each *be given* a bountiful share.

I asked especially that she *come* home to-day.

We suggest that they *take* the same boat as we.

190. INDEPENDENT ELEMENTS in the *sentence*.

AN INDEPENDENT ELEMENT is a *word* or *group* of words in a sentence that has *no grammatical connection*.

EXAMPLES: *O my*, I wish I were in the hills!

Ah! if we had only gone sooner!

Goodness! I think our ship is sinking!

Pshaw! We forgot our glasses!

I hope I have not detained you, *ladies!*

An independent element may be a *parenthetical* expression which belongs *neither* to subject nor to predicate.

EXAMPLES: *In fact*, I prefer this one.
We shall be very happy, *indeed*, to join you.
There is another road, *to be sure*.
We are unharmed, *at all events*.
The price is, *I must admit*, very high.
He is at home in the evening, *as a rule*.

191. There are many words in English which have *several* constructions.

EXAMPLES: I received an inspiration from *above*.
(*Noun*)
The porch is three feet *above* the ground.
(*Preposition*)
My eyes will look *above*. (*Adverb*)
She is *all* in *all* to me. (Both cases,
Noun)
All are away. (*Pronoun*)
All young men have gone. (*Adjective*)
They are *all* prepared. (*Adverb*)
I asked such questions *as* were practical.
(*Pronoun*)
She did not speak *as* eagerly. (*Adverb*)
They made up *as* squaws. (*Appositive*
Connective)
As for me, do not worry. (*Preposition*
group)
He walked along *as* if in a quandary.
(*Conjunction group*)
As the ship neared the dock, the crowd
cheered. (*Conjunction, Conjunctive*
adverb, Relative adverb)

As the car is coming, we must go.
(*Subordinate conjunction*)

Life is *but* thought. (*Adjective*)

There is no man *but* speaks some
tongue. (*Pronoun*)

He went on his way *but* he never came
back. (*Conjunction*)

There is *but* dancing here to-night.
(*Preposition*)

I could *but* think of him. (*Adverb*)

That was *but* a sweet dream. (*Adjective
group*)

192. EXERCISE:

Use "both" as (1) *Pronoun*, (2) *Adjective*, (3) *Conjunction*.

Use "fast" as (1) *Noun*, (2) *Adjective*, (3) *Adverb*,
(4) *Verb*.

Use "for" as (1) *Preposition*, (2) *Conjunction*.

Use "like" as (1) *Noun*, (2) *Adjective*, (3) *Adverb*,
(4) *Verb*.

Use "more" as (1) *Noun*, (2) *Adjective*, (3) *Adverb*.

Use "near" as (1) *Adjective*, (2) *Adverb*, (3) *Verb*.

Use "so" as (1) *Noun*, (2) *Adjective*, (3) *Adverb*.

Use "the" as (1) *Adjective*, (2) *Adverb*.

193. VERBAL NOUN and PARTICIPLE.

Do you enjoy *his playing* for you?

Do you enjoy *him playing* for you?

In the first sentence, the VERBAL NOUN is in the *accusative* case and is modified by the possessive "his"; in the second sentence, the PARTICIPLE is used as an *adjective*

and modifies the pronoun, "him," which is in the accusative case. In the first sentence, the *person* is emphasized; in the second, the *act* is emphasized.

Either construction is considered good form.

CHAPTER XI.

Analysis.

194. ANALYSIS comes from two GREEK words which mean "breaking up." Thus to analyze a sentence, we *break it up* into its constituent parts.

SYNTAX comes from two GREEK words which mean "to-gether" and "arrangement." Syntax, therefore, deals with the RELATION and ARRANGEMENT of WORDS. To give the *syntax* of a word is to give its *construction*.

To *analyze* a *simple sentence*, we divide it into the COMPLETE SUBJECT and the COMPLETE PREDICATE. Then we give the SIMPLE SUBJECT and SIMPLE PREDICATE, the subject with its *modifiers* and the predicate with its *modifiers and complement* (if there is any).

If the subject or the predicate is *compound*, we tell *all* subjects and predicates that are joined.

To *analyze* a *compound* sentence, we first divide it into its CO-ORDINATE clauses; then analyze EACH clause by itself.

To analyze a *complex* sentence, we first divide it into the MAIN clause and the SUBORDINATE clause.

To analyze a *compound complex* sentence, we first divide it into the INDEPENDENT clauses, and then analyze EACH of these SEPARATELY, i. e., as if they were sentences *by themselves*.

195. The following extracts are taken from "AESOP'S FABLES."

ANALYZE EACH of the sentences; *parse* the italicized words; give the *syntax* of these words.

(1) THE LION AND THE MOUSE.

A *Lion* was sleeping in his lair, when a Mouse, not knowing where he was going, ran over the mighty beast's nose, and awakened him. The Lion clapped his paw upon the frightened little creature, and was about to make an end of him in a moment, when the Mouse, in pitiable tone, besought him to spare one who had so unconsciously offended, and not stain his honorable paws with so insignificant a prey. The Lion, smiling at his little prisoner's fright, generously let him go. Now it happened no long time after, that the Lion, while ranging the woods for his prey, fell into the toils of the hunters; and finding himself entangled without hope of escape, set up a roar that filled the whole forest with its echo. The Mouse, recognizing the voice of his former preserver, ran to the spot, and without more ado set to work to nibble the knot in the cord that bound the Lion, and in a short time set the noble beast at liberty; thus convincing him that kindness is seldom thrown away, and that there is no creature so much below another but that he may have it in his power to return a good office.

196. (2) THE WOLF AND THE LAMB.

As a Wolf was lapping at the head of a running brook, he spied a stray Lamb paddling, at some distance, down the stream. Having made up his mind to seize her, he bethought himself how he might jus-

tify his violence. "Villain," said he, running up to her, "how dare you muddle the water that I am drinking?" "Indeed," said the Lamb humbly, "I do not see how I can disturb the water, since it runs from you to me, not from me to you." "Be that as it may," replied the Wolf, "it was but a year ago that you called me many ill names." "Oh, Sir," said the Lamb, trembling, "a year ago I was not born." "Well," replied the Wolf, "if it was not you, it was your father, and that is all the same; but it is no use trying to argue me out of my supper";—and without another word he fell upon the poor helpless Lamb and tore her to pieces.

A tyrant never wants a plea. And they have little chance of resisting the injustice of the powerful whose only weapons are innocence and reason.

(3) THE FOX AND THE LION.

A fox who had never seen a Lion, when by chance he met him for the first time, was so terrified that he almost died of fright. When he met him the second time, he was still afraid, but managed to disguise his fear. When he saw him the third time, he was so much emboldened that he went up to him and asked him how he did.

Familiarity breeds contempt.

198. (4) THE HARE AND THE TORTOISE.

A Hare jeered at a Tortoise for the slowness of his pace. But he laughed and said that he would run against her and beat her any day she would name. "Come on," said the Hare, "you shall soon see what my feet are made of." So it was agreed that they should start at once. The Tortoise went off jogging along, without a

moment's stopping, at his usual steady pace. The Hare, treating the whole matter very lightly, said she would first take a little nap, and that she would soon overtake the Tortoise. Meanwhile the Tortoise plodded on, and the Hare oversleeping herself, arrived at the goal, only to see that the Tortoise had got in before her.

Slow and steady wins the race.

199. (5) THE FOX WITHOUT A TAIL.

A Fox being caught in a trap, was glad to compound for his neck by leaving his tail behind him; but upon coming abroad into the world, he began to be so sensible of the disgrace such a defect would bring upon him, that he almost wished he had died rather than come away without it. However, resolving to make the best of a bad matter, he called a meeting of the rest of the Foxes, and proposed that all should follow his example. "You have no notion," said he, "of the ease and comfort with which I now move about; I could never have believed it if I had not tried it myself; but, really, when one comes to reason upon it, a tail is such an ugly, inconvenient, unnecessary appendage, that the only wonder is that, as Foxes, we could have put up with it so long. I propose, therefore, my worthy brethren, that you all profit by the experience that I am most willing to afford you, and that all Foxes from this day forward cut off their tails." Upon this one of the oldest stepped forward, and said, "I rather think, my friend, that you would not have advised us to part with our tails, if there were any chance of recovering your own."

200. (6) THE BULL AND THE GOAT.

A Bull being pursued by a Lion, fled into a cave where a wild goat had taken up his abode. The Goat upon

this began molesting him and butting at him with his horns. "Don't suppose," said the Bull, "if I suffer this now, that it is you I am afraid of. Let the Lion be once out of sight, and I will soon show you the difference between a Bull and a Goat."

Mean people take advantage of their neighbor's difficulties to annoy them; but the time will come when they will repent them of their insolence.

201. (7) THE WOLF AND THE HORSE.

As a Wolf was roaming over a farm, he came to a field of oats, but not being able to eat them, he left them and went his way. Presently meeting with a Horse, he bade him come with him into the field; "For," says he, "I have found some capital oats; and I have not tasted one, but have kept them all for you, for the very sound of your teeth is music to my ear." But the Horse replied: "A pretty fellow, if wolves were able to eat oats, I suspect you would not have preferred your ears to your appetite."

Little thanks are due to him who only gives away what is of no use to himself.

202. The following extracts are taken from Charles Dudley Warner's "In the Wilderness." This book is "prescribed by the Regents of the University of the State of New York for the examination for the preliminary certificate in English."

LOST IN THE WOODS.

It ought to be said, by way of explanation, that my being lost in the woods was not premeditated. Nothing could have been more informal. This apology can be necessary only to those who are familiar with the

Adirondack literature. Any person not familiar with it would see the absurdity of one going to the Northern Wilderness with the deliberate purpose of writing about himself as a lost man. It may be true that a book about this wild track would not be recognized as complete without a lost-man story in it; since it is almost as easy for a stranger to get lost in the Adirondacks as it is in Boston. I merely desire to say that my unimportant adventure is not narrated in answer to the popular demand, and I do not wish to be held responsible for its variation from the typical character of such experiences.

We had been in camp a week, on the Upper Ausable Lake. This is a gem-emerald or turquoise as the light changes it—set in the virgin forest. It is not a large body of water, is irregular in form, and about a mile and a half in length; but in the sweep of its wooded shores, and the lovely contour of the lofty mountains that guard it, the lake is probably the most charming in America. Why the young ladies and gentlemen who camp there occasionally vex the days and nights with hooting, and singing sentimental songs, is a mystery even to the laughing loon.

203. Having no doubt that I was within half a mile, perhaps within a few rods, of the house above the entrance of the gorge, and that, in any event, I should fall into the cart-path in a few minutes, I struck boldly into the forest, congratulating myself on having escaped out of the river. So sure was I of my whereabouts, that I did not note the bend of the river, nor look at my compass. The one trout in my basket was no burden, and I stepped lightly out.

204. *It began to be a question whether I could hold out to walk all night; for I must travel, or perish. And now I imagined that a spectre was walking by my side. This was Famine. To be sure, I had only recently eaten a hearty luncheon; but the pangs of hunger got hold on me when I thought that I should have no supper, no breakfast; and, as the procession of unattainable meals stretched before me, I grew hungrier and hungrier. I could feel that I was becoming gaunt, and wasting away; already I seemed to be emaciated. It is astonishing how speedily a jocund, well-conditioned human being can be transformed into a spectacle of poverty and want.*

205. A FIGHT WITH A TROUT.

Trout-fishing in the Adirondacks would be a more attractive pastime than it is, but for the popular notion of its danger. The trout is a retiring and harmless animal, except when he is aroused, and forced into a combat; and then his agility, fierceness, and vindictiveness become apparent. No one who has studied the excellent pictures representing men in an open boat, exposed to the assaults of long, enraged trout flying at them through the open air with open mouth, ever ventures with his rod upon the lonely lakes of the forest without a certain terror, or ever reads of the exploits of daring fishermen without a feeling of admiration for their heroism. Most of their adventures are thrilling, and all of them are, in narration, more or less unjust to the trout: in fact, the object of them seems to be to exhibit at the expense of the trout, the shrewdness, the skill, and the muscular power of the sportsman. My own simple story has few of these recommendations.

206. We had built our *bark camp* one summer, and were staying on *one* of the *popular lakes* of the *Saranac region*. *It would be a very pretty region if it were not so flat, if the margins* of the lakes had not been flooded by *dams* at the outlets,—*which have killed the trees*, and left a rim of *ghastly deadwood* like the *swamps* of the *underworld* pictured by *Doré's bizarre pencil*,—and if the *pianos* at the *hotels* were in tune.

207. Coming to the *surface*, he made *straight* for the *boat* faster than I could reel in, and evidently with *hostile intentions*. “*Look out for him*,” cried Luke as he came *flying* in the air. I evaded him by *dropping flat* in the *bottom* of the boat; and, *when* I picked my *traps up*, he was *spinning across* the lake as if he had a new *idea*; but the line was still fast. He did not run far. I gave him the *butt* again, a thing he seemed to hate, even as a gift. In a moment, the *evil-minded fish*, *lashing* the water in his rage, was coming back again, *making straight* for the boat as before. Luke, who was used to these encounters, having read of them in the writings of travellers he had accompanied, raised his *paddle* in *self-defence*. The trout left the water about ten feet from the boat, and came *directly* toward me with *fiery eyes*, his *speckled sides* flashing like a meteor.

208. A WILDERNESS ROMANCE.

There were strange reports about this cave when the old guide was a boy, and even then its very existence had become legendary. Nobody knew exactly where it was, but there was no doubt that it had been inhabited. Hunters in the forests south of Dix had seen a light late

at *night twinkling* through the *trees high up* the *mountain*, and *now and then* a *ruddy glare* as from the *flaring-up* of a *furnace*. *Settlers were few* in the *wilderness then*, and *all the inhabitants were well known*. If the *cave was inhabited*, it *must be* by *strangers*, and by *men who had some secret purpose* in *seeking this seclusion* and *eluding observation*. If *suspicious characters were seen* about *Port Henry*, or if *any such* landed from the *steamers on the shore of Lake Champlain*, it was *impossible to identify them* with these *invaders who were never seen*. Their *not being seen* did not, however, prevent the *growth of the belief in their existence*. Little *indications and rumors*, each *trivial in itself*, became a *mass of testimony* that could not be disposed of because of its *very indefiniteness*, but which appealed strongly to *man's noblest faculty, his imagination, or credulity*.

209. *Nobody would, I suppose, doubt this story, if the cave were in the mountains of Hispaniola or in the Florida Keys. But a Spaniard in the Adirondacks does seem misplaced. Well, there would be no romance about it if he were not misplaced. The Spaniard, anywhere out of Spain, has always been misplaced. What could draw him to this loggy and remote region? There are two substances that will draw a Spaniard from any distance as certainly as sugar will draw wasps,—gold and silver. Does the reader begin to see light? There was a rumor that silver existed in these mountains. I do not know where the rumor came from, but it is necessary to account for the Spaniards in the cave.*

NOTE.—After analyzing *each* sentence, and parsing the *italicized* words in these exercises, the student may, for further practice, parse *every* word as rapidly as possible.

APPENDIX.

Foreword.

THE OBJECT AND ADVANTAGE OF STUDYING LATIN.

Latin was the language spoken in ancient times by the people who inhabited Western Europe and all parts of Latium whose important city was Rome. The Latini, as these people were called, and their successors, the Romans, extended their power until they possessed all of Italy and of what was then the civilized world. The Romans were the most powerful nation on earth for six hundred years; we read of them in History for twelve centuries.

France, Spain, Portugal and Italy to-day base their languages upon Latin. It is for this reason that students find these subjects very simple when they know a little Latin. More than fifty per cent of English words are derivatives from Latin and a knowledge of Latin is an aid in using good English. Latin trains the mind; develops the power of observation; adds to general information.

Professional men know Latin because they find it a necessity in their business. College seals, mottoes and inscriptions are usually in Latin and it would do credit to every boy and girl to be able to read them. An interest in this momentous subject will never be regretted.

PRELUDE I.

Derivatives.

In the following "preludes," a few of the *English derivatives* will be given to illustrate how we almost "speak" Latin a good part of the time. Every noun, in Latin, belongs to a *certain* declension. There are *five* declensions and *seven* cases. As a REVIEW, define DE-CLENSION and CASE. (35)

First declension nouns end in "a."

EXERCISE: Use *each* English derivative in a sentence.

LATIN WORD.	MEANING.	ENGLISH DERIVATIVE.
agricola.	farmer.	agriculture.
fabula.	story.	fable.
nauta.	sailor.	nautical.
insula.	island.	insular.
porta.	door.	port, portal.
silva.	forest.	silvan.
filia.	daughter.	filial.
causa.	reason.	cause.
victoria.	victory.	victory.
patria.	country.	patriotic.
aqua.	water.	aquatic.
via.	road.	viaduct.

LATIN WORD.	MEANING.	ENGLISH DERIVATIVE.
terra.	land.	territory.
lingua.	tongue, language.	linguist.
littera.	letter of the alphabet.	literature.
memoria.	memory.	memorial.
serva.	female slave.	servant.
vigilia.	watch.	vigil.
epistula.	letter.	epistle.
fortuna.	fortune.	fortunate.
natura.	nature.	natural.
poeta.	poet.	poetical.
femina.	woman.	feminine.
pecunia.	money.	pecuniary.
praeda.	booty, plunder.	predatory.
domina.	mistress (of slaves).	dominant.
hora.	hour.	horoscope.
copia.	plenty.	copious.
vita.	life.	vital.
opera.	work, activity.	opera.
hiberna.	winter quarters.	hibernate.
ripa.	bank.	riparian.
fuga.	flight.	refuge.
diligentia.	diligence.	diligent.
provincia.	province.	provincial.
pugna.	fight.	pugnacious.

EXERCISE: Name *other* derivatives from these Latin words.

DERIVATIVES, DECLENSION II.

Second declension nouns end in us, um, er. (one in ir).

LATIN WORD.	MEANING.	ENGLISH
		DERIVATIVE.
amicus.	friend.	amicable.
legatus.	ambassador.	legation.
servus.	male slave.	servant.
dominus.	master.	dominant.
filius.	son.	filial.
captivus.	captive.	captivate.
inferus.	inhabitant of the lower world.	inferior.
murus.	wall.	mural.
numerus.	number.	numerous.
superus.	inhabitant of the upper world.	superior.
hortus.	garden.	horticulture.
equus.	horse.	equine.
tribunus.	tribune.	tribunal.
carrus.	car, wagon.	car.
latus. (adj.).	wide, broad.	latitude.
oceanus.	ocean.	oceanic.
socius.	comrade.	associate.
inimicus. (adj.).	unfriendly.	inimical.
proximus. (adj.).	nearest.	proximity.
legatus.	lieutenant. ambassador.	legation.
captivus.	captive.	captivate.
locus.	place.	location.
modus.	manner.	mood.
barbarus.	barbarian.	barbarous.

LATIN WORD.	MEANING.	ENGLISH DERIVATIVE.
longus. (adj.).	long, tall.	long.
magnus. (adj.).	great, large.	magnify.
multus. (adj.).	much, many.	multiply.
altus. (adj.).	high.	altitude.

UM NOUNS.

donum.	gift.	donate.
signum.	standard.	signal.
forum.	forum.	forum.
imperatum.	command.	imperative.
imperium.	authority.	imperious.
monumentum.	monument.	monumental.
votum.	wish.	vote.
infinitem.	boundless.	infinite.
negotium.	business.	negotiate.
subsidiium.	aid.	subsidiary.
templum.	temple.	temple.
tributum.	tax.	tribute.
vestigium.	trace.	vestige.
bellum.	war.	belligerent.
praemium.	reward.	premium.
scutum.	shield.	escutcheon.
studium.	zeal.	study.
periculum.	danger.	peril.
imperium.	command.	imperial.
factum.	deed, act.	fact.
consilium.	advice.	counsel.
aedificium.	building.	edifice.
impedimentum.	hindrance.	impediment.
signum.	sign, signal.	signify.
initium.	beginning.	initial.

IR NOUNS.

LATIN WORD.	MEANING.	ENGLISH DERIVATIVE.
vir.	man.	virile.

ER NOUNS.

ager.	field.	agrarian.
puer.	boy.	puerile.
liber.	book.	library.
magister.	teacher.	magistrate.
miser. (adj.).	free.	liberal.
noster.	our.	nostrum.
integer.	whole, unimpaired.	integer.

Nouns of the *third declension* have *various endings*

LATIN WORD.	MEANING.	ENGLISH DERIVATIVE.
arbor.	tree.	arbor.
consul.	consul.	consul.
explorator.	scout.	explore.
imperator.	general. commander-in- chief.	imperative.
soror.	sister.	sorority.
victor.	victor.	victorious.
timor.	fear.	timorous.
frater.	brother.	fraternity.
mater.	mother.	maternity.
pater.	father.	paternity.
miles.	soldier.	military.
caput.	head.	capital.
corpus.	body.	corporal.
pes.	foot.	pedal.

LATIN WORD.	MEANING.	ENGLISH DERIVATIVE.
rex.	king.	regal.
animal.	animal.	animal.
hostis.	enemy.	hostile.
ignis.	fire.	ignite.
mare.	sea.	marine.
nox.	night.	nocturnal.
pars.	part.	partial.
urbs.	city.	urban.
civis.	citizen.	civic.
navis.	ship.	navy.
tempus.	time.	temporal.
lux.	light.	lucid.
princeps.	principal, chief.	principal.
eques.	horseman.	equestrian.
pedes.	foot-soldier.	pedestrian.
lex.	law.	legal.
nomen.	name.	nominate.
vox.	voice.	vocal.
mos.	custom.	moral.
sol.	sun.	solar.
latitudo.	width.	latitude.
longitudo.	length.	longitude.
senator.	senator.	senator.
custos.	guard.	custodian.
suspicio.	suspicion.	suspicious.
natio.	tribe.	nation.
rumor.	report.	rumor.
dux.	leader.	conductor.
lapis.	stone.	dilapidate.
virtus.	valor, courage.	virtue.

LATIN WORD.	MEANING.	ENGLISH DERIVATIVE.
vulnus.	wound.	vulnerable.
civis.	citizen.	civil.
finis.	end.	finish.
audax.	bold.	audacious.
flumen.	river.	fluent.
mercator.	merchant.	merchandise.
pax.	peace.	pacify.
tempestas.	weather, storm.	tempest.
iter.	way, journey.	itinerary.

Nouns of the *fourth declension* end in *us*; a few end in *u*.

LATIN WORD.	MEANING.	ENGLISH DERIVATIVE.
cornu.	horn.	cornucopia.
	wing of an army.	
domus.	house.	domestic.
manus.	hand.	manual.
motus.	revolt.	commotion.
portus.	harbor.	port.
adventus.	arrival.	advent.
aqueductus.	aqueduct.	aqueduct.
conventus.	assembly.	convention.
impetus.	impetus, attack.	impetus.
senatus.	senate.	senate.
strepitus.	uproar.	obstreperous.
tumultus.	disturbance.	tumult.
usus.	use.	usage.
lacus.	lake.	lake.
exercitus.	army.	exercise.
manus.	hand, band (of men).	manufacture.

Nouns of the *fifth declension* end in *es*.

LATIN WORD.	MEANING.	ENGLISH DERIVATIVE.
dies.	day.	diary.
fides.	faith.	fidelity.
res.	event, fact, thing.	reality.
planities.	plain.	plane.
tres. (adj.).	three.	trio.

NOTE.—Very few derivatives are obtained from this declension. Give other derivatives for *each* declension where possible. Adjectives, in Latin, belong to certain declensions as well as nouns.

The following adjectives are from different declensions. Only the most common are given here.

ADJECTIVE.	MEANING.	DERIVATIVE.
pulcher.	pretty.	pulchritude.
miser.	unhappy.	miserable.
fidus.	faithful.	fidelity.
liber.	free.	liberate.
niger.	black.	negro.
acer.	sharp, active.	accelerate.
brevis.	short.	brevity.
fortis.	strong.	fortitude.
gravis.	severe.	grave.
levis.	light.	levity.
potens.	powerful.	potential.
facilis.	easy.	facility.
difficilis.	difficult.	difficulty.
similis.	like.	similar.
dissimilis.	unlike.	dissimilar.
humilis.	low.	humility.

ADJECTIVE.	MEANING.	DERIVATIVE.
senex.	old.	senior.
celer.	swift.	celerity.
quartus.	fourth.	quarter.
medius.	middle.	medium.
primus.	first.	primary.
privatus.	private.	private.
exterus.	outward.	exterior.
validus.	strong.	valid.
gratus.	pleasing, welcome.	gratitude.
bonus.	good, kind.	bonus.
secundus.	second.	secondary.
angustus.	narrow.	anguish.

PRELUDE II.

English Derivatives From Latin Verbs.

LATIN VERB.	MEANING.	ENGLISH DERIVATIVE.
porto.	to carry.	portable.
laudo.	to praise.	laud.
amo.	to love.	amiable.
narro.	to tell.	narrate.
occupo.	to occupy.	occupy.
pugno.	to fight.	pugnacious.
voco.	to call.	vocal.
vulnero.	to wound.	vulnerable.
demonstro.	to show.	demonstrate.
libero.	to free.	liberate.
navigo.	to sail.	navigate.
culpo.	to blame.	culpable.

LATIN WORD.	MEANING.	ENGLISH DERIVATIVE.
scribo.	to write.	scripture.
relinquo.	to leave.	relinquish.
audio.	to hear.	audience.
dico.	to say.	diction.
facio.	to make.	factory.
credo.	to trust.	credit.
incendo.	to set on fire.	incendiary.
traduco.	to lead across.	traduce.
orno.	to adorn.	ornament.
lego.	to read.	legible.
peto.	to ask.	petition.
canto.	to sing.	incantation.
apropinquo.	to approach, draw near.	propinquity.
nato.	to swim.	natatorium.
laboro.	to work.	laboratory.
convoco.	to call to-gether.	convoke.
habeo.	to have.	habit.
video.	to see.	provide.
specto.	to look at.	spectator.
expecto.	to wait for.	expect.
delecto.	to delight.	delectable.
doceo.	to teach, show.	docile.
moneo.	to advise, warn.	admonition.
terreo.	to frighten.	terror.
probo.	to approve.	approbation.
paro.	to prepare.	prepare.
supero.	to surpass, conquer.	insuperable.
armo.	to arm.	armor.
compleo.	to fill.	complete.
teneo.	to hold, keep.	tenant.

LATIN WORD.	MEANING.	ENGLISH DERIVATIVE.
adoro.	to worship.	adoration.
duco.	to lead.	conduct.
mitto.	to send.	remit.
rego.	to rule, manage.	regent.
apto.	to fit to, adjust.	adapt.
confirmo.	to strengthen, encourage.	confirmation.
postulo.	to demand.	postulate.
solvo.	to loosen, melt, pay.	solve.
volo.	to fly.	volatile.
capio.	to take.	captive.
dimitto.	to send away.	dismiss.
fugio.	to flee, run away.	fugitive.
doleo.	to grieve.	doleful.
servo.	to save, protect.	preserve.
defendo.	to defend.	defense.
contendo.	to struggle.	contend.
vasto.	to lay waste.	devastate.
vinco.	to conquer.	invincible.
recipio.	to receive, welcome.	recipient.
impedio.	to hinder.	impede.
incito.	to incite, arouse.	incite.
pono.	to put, place.	postpone.
privo.	to keep from, deprive of.	privation.
prohibeo.	to keep away from, restrain.	prohibit.
accipio.	to receive.	accept.
quaero.	to seek, ask.	inquire.
instruo.	to draw up, marshall.	instruct.
verto.	to turn.	convert.
ago.	to act, to do.	agent.
impero.	to command, order.	imperative.

LATIN WORD.	MEANING.	ENGLISH DERIVATIVE.
debeo.	to be obliged to.	debit.
sentio.	to know, perceive, feel.	sentiment.
spero.	to hope.	prosperous.
occurro.	to meet, run toward.	occur.
volo.	to be willing.	volition.
persuadeo.	to persuade.	persuasive.
resisto.	to oppose, resist.	resistance.
faveo.	to favor.	favor.
moveo.	to move.	motion.
reduco.	to lead back.	reduce.
oro.	to speak, plead.	orator.
fero.	to bear, bring.	transfer.
transeo.	to go across, cross.	transit.
permitto.	to allow, suffer.	permission.
exeo.	to go out, go forth.	exit.
tempero.	to refrain, abstain from.	temperance.
pateo.	to extend, spread, open.	patent.
revertō.	to turn back.	revert.
moror.	to hinder, delay.	moratorium.
provideo.	to foresee, take care.	provision.
tempto.	to try, attempt.	temptation.
reficio.	to repair.	refectory.
intercipio.	to cut off, intercept.	intercept.
oppono.	to oppose.	opposition.
submitto.	to send to the assistance of	submit.

NOTE.—In all these examples of derivatives, the *pronunciation* is left to the teacher.

As a further exercise, give *as many* derivatives from the Latin words as possible. Write a sentence for each derivative.

PRELUDE III.

Latin Mottoes and Phrases.

LATIN.	TRANSLATION.
Quo vadis?	Whither goest thou?
Carpe diem.	Seize the opportunity.
In hoc signo vinces.	In this sign thou wilt conquer.
Cui bono?	What is the good?
Ipse dixit.	He himself said it.
Labor omnia vincit.	Work conquers everything.
Mens sana in corpore sano.	A sound mind in a sound body.
O tempora! O mores!	Oh the times! Oh the customs!
Requiescat in pace.	Let him rest in peace.
Semper idem.	Always the same.
Veni, vidi, vici.	I came, I saw, I conquered.
Prosit.	To your health.
Tempus fugit.	Time flies.
E pluribus unum.	Out of many, one.
Ultimatum.	Resolution.
In statu quo.	At a standstill.
Bona fide.	In good faith. (ingenuous).
Inter nos.	Between ourselves.
Vox populi.	The voice of the people.
Mirabile dictu.	Wonderful to be said.
Lapsus linguae.	A slip of the tongue.
Post mortem.	After death.
Ante mortem.	Before death.
Ante bellum.	Before the war.
Per annum.	By the year.
Per capita.	By the head. (per person)

LATIN.	TRANSLATION.
Ex tempore.	On the spur of the moment. (Without reflection)
Copia verborum.	Gift of the tongue.
Exit.	Retire from sight.
Aqua vitae.	Water of life.
Deo volente.	God willing.
Deus vobiscum.	God be with you.
Corpus Christi.	The body of Christ.
Dramatis personae.	The characters of the play.
Alias.	Otherwise.
Ne plus ultra.	Nothing beyond.
Non compos mentis.	Not of sound mind.
Pater noster.	Our Father. (Lord's prayer).
Pater patriae.	Father of his country.
Pax vobiscum.	Peace be with you.
Sine qua non.	Without which, nothing. (An indispensable condition.)
Viva voce.	By word of mouth.
Vice versa.	The terms being reversed.
Terra firma.	Firm ground.
Habeas Corpus.	Legal process.
Alma Mater.	School, Academy, University.
Ad valorem.	Priced.
Ex officio.	Official.
Experientia docet.	Experience teaches.
Excelsior.	Onward and upward.
Multum in parvo.	Much in little.
Ars longa, vita brevis.	Art is long and time is fleeting.
Esse quam videri.	To be rather than to seem to be.

LATIN.

TRANSLATION.

Lux et veritas.	Light and truth.
Vita sine litteris mors est.	Life without letters (books) is death.
Facta non verba.	Deeds not words.
Verbum sat sapientia.	A word to the wise is sufficient.
Nil desperandum.	Never despair.
In lumine tuo videbimus lumen.	In thy light shall we see light. (Seal of Columbia College)
Dominus illuminatio mea.	God is my light. (Oxford seal)
Veritas. Christo et Ecclesia. Nov. Ang.	Truth. Christ and the Church. New England. (Harvard seal)
Vi et armis.	By force and arms.
Ad astra.	To the stars.
In nuce.	In a nutshell.
Errare humanum est.	To err is human.
Festina lente.	Make haste slowly.
Cum grano salis.	With a grain of salt.
Tempora mutantur.	Times are changed.
Dum spiro, spero.	While there is life, there is hope.
Post nubila Phoebus.	Every cloud has a silver lining.
Crescat scientia.	May knowledge increase.
Dulce et decorum est pro patria mori.	Sweet and seemly it is to die for one's country.
Non est vivere sed valere vita.	Not merely to exist, but to amount to something is life.
Qui non proficit, deficit.	Who does not advance, falls behind.

LATIN.	TRANSLATION.
Veritas vos liberabit.	The truth shall make you free.
Finis coronat opus.	The end crowns the work.
Modus operandi.	Method of working.
Ex post facto.	From something done afterwards; retrospective.
Aborigine.	From the origin, or commencement.
Ad hoc.	For this purpose.
Ad libitum.	At pleasure.
Ad literam.	To the letter; minutely exact.
Ad summam.	In a word.
Ad vivum.	To the life.
Alter ego.	Another self.
Alter ipse amicus.	A friend is another self.
Alumnus.	A foster child; the students of a college are said to be its foster children.
Curriculum.	A race course; a course of study at school or college.
Emeritus.	A veteran who has received his discharge.
Factotum.	A general agent, servant or deputy.
Fiat.	Let it be done.
Fides et Justitia.	Fidelity and justice.
Gloria in excelsis Deo.	Glory to God in the highest.
In esse.	In a state of existence.
Insignia.	Distinguishing marks or badges of rank or honor.

NOTE.—The *pronunciation* of these mottoes and phrases is again left to the teacher. The following are among the most common abbreviations from the Latin:

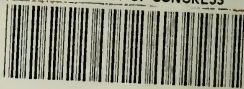
LATIN.	TRANSLATION.
A. D.—Anno Domini.	In the Year of our Lord.
Etc.—et caetera.	And so forth.
I. E.—id est.	That is.
P. S.—Post scriptum.	After the writing. (An added word).
Vs.—Versus.	Against.
Q. E. D.—Quod erat demonstrandum.	Which was to be proved.

EXERCISE: Write an article concerning a *tennis tournament*, or, a *football* game in which you use as many Latin phrases, mottoes and quotations as possible. *Underline* these Latin words and *translate* them from memory.

Write a *letter* to some friend about *any subject* in which you are interested and repeat the same exercise.



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